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# News Summary

Articles on inside pages

**Auburn University's** trustees, in an effort to allay concerns about President H. Hanly Funderburk, will hire a chancellor to handle day-to-day business on the university's main campus. Story on Page 3.

**New regulations,** effective in March, will give universities more leeway in managing grants from the National Science Foundation. Story on Page 15.

**Average salaries** for faculty members in social science and engineering rose more than 8 per cent this year, according to the latest Chronicle Survey. Story on Page 25.

**College textbooks** in business administration have sold better in recent years than texts in any other field. Story on Page 29.

**More than 600 scholars** in the U.S. received Fulbright awards to lecture or conduct research abroad. List of winners begins on Page 34.

**The concept of tenure** is facing challenges from government and university officials in Australia, Britain, and Canada. Story on Page 21.

BOB HARRIS, NFAA

**Young artists** and writers from around the country took part in an annual competition sponsored by the National Foundation for Advancement in the Arts. Story on Page 5.

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# NCAA Votes Stiffer Academic Requirements for Participants in Intercollegiate Sports

PHOTOGRAPH FOR THE CHRONICLE BY KEN ROGERS, BLACK STAR

*The question of standards has "unfortunately become a black-white issue," Edward B. Fort, above, chancellor of North Carolina A&T U., tells N.C.A.A. delegates.*

## Black-college presidents call action 'patently racist'

By JOHN A. CROWL

SAN DIEGO

Under intense pressure from a group of college and university presidents, members of the top competitive division of the National Collegiate Athletic Association voted last week to tighten academic standards for students participating in intercollegiate sports.

The new rules were bitterly opposed by several black-college presidents, who charged that the proposals were "patently racist" and aimed at reducing the number of blacks on teams of institutions with major sports programs. Both charges were denied by supporters of the new rules.

The new regulations, approved at the association's annual meeting here, provide that to be eligible to play at an N.C.A.A. Division I institution:

▶ An entering student must have a 2.0 (c) grade-point average in 11 academic high-school courses, including at least three courses in English, two in mathematics, two in social science, and two in natural or physical science. In addition, the student must score at least a combined 700 on the Scholastic Aptitude Test or 15 on the American College Testing Program's examination.

▶ A student already in college must be making "satisfactory progress" in a program leading to a bachelor's degree.

An entering student who has an overall 2.0 high-school average but who fails to

*Continued on Page 20, Column 1*

**In other actions,** the National Collegiate Athletic Association's annual convention:

- Voted to seek an anti-trust exemption for its TV contracts.
- Rejected a proposal to demote as many as 40 institutions from its top division.
- Barred alumni and boosters from recruiting athletes.
- Decided to begin investigating abuses in women's sports on August 1.

Stories begin on Page 17 and summaries of all actions appear on Pages 18 and 19.

# Lower Pension Benefits for Women Violate Civil Rights, U.S. Says

## Backs female professor in TIAA-Long Island U. case

By CHERYL M. FIELDS

WASHINGTON

The Reagan Administration last week sided with female faculty members who contend that pension plans that pay lower monthly retirement benefits to women than to men violate federal civil-rights laws.

The Justice Department, in a brief filed in the Supreme Court, said such pension plans violated Title VII of the Civil Rights Act of 1964, which bars job discrimination.

The purpose of Title VII, the Justice Department said, is to protect the individual employee. "It is simply irrelevant for Title VII purposes that women as a group receive total annuity benefits equal to men as a group. The violation consists of the payment to each individual woman of smaller monthly benefits than are paid to a similarly situated man."

### Long Island U. Case

The department noted that Title VII's emphasis on the individual was upheld by the Court last year in another case, *Connecticut* v. *Teal*. The justices ruled that bias against an individual "cannot be justified by reliance on the treatment of other members of the victim's class, either individually or as a group."

Plans that pay women unequal monthly benefits do so on the ground that women, on the average, live longer than men and thus must receive less per month after retirement because they will collect benefits longer.

The Justice Department's brief was filed in a case that is being appealed to the Supreme Court by Long Island University and the Teachers Insurance and Annuity Association and the College Retirement Equities Fund. The Court has not decided whether it will consider the case.

The U.S. Court of Appeals for the Second Circuit ruled last year in favor of a faculty member at Long Island, Diana L. Spirt, who claimed that the pension plans offered by the university through T.I.A.A.-C.R.E.F. illegally discriminated against women by paying them lower monthly benefits after they retire.

At least half a dozen challenges to the plans have been filed against universities and the insurance companies by female faculty members.

Spokesmen for the American Association of University Professors and women's groups said they were pleased and relieved

*Continued on Page 26, Column 4*

## *Student Drinking and Alcohol Abuse*

Many college officials have expressed alarm over what they perceive to be a dramatic rise in drinking and alcohol abuse by students. However, a new study indicates that the proportion of students who drink alcoholic beverages has not changed over the last eight years.

*Details of the study appear on Page 9.*

# Graduate Schools Report Drop in Enrollment

Enrollment of first-time graduate students declined by 4.5 per cent last fall, according to the annual survey by the Graduate Record Examinations Board and the Council of Graduate Schools in the United States.

The decline in the number of new graduate students was particularly large at institutions that offer no graduate degree beyond the master's.

Those institutions reported nearly 11 per cent fewer new graduate students than they had a year ago. Universities granting the Ph.D. degree reported 3.5 per cent fewer.

Total graduate enrollment was down 1.1 per cent in the fall of 1982, following a decline of equal size the previous year.

Applications for admission to graduate schools increased by 1 per cent at universities granting Ph.D. degrees but declined by 1.6 per cent at institutions offering only the master's degree.

The graduate schools participating in the survey awarded 136,401 master's degrees in 1981-82, 1 per cent fewer than in 1980-81. They granted 21,242 Ph.D. degrees, a one-year decrease of 0.3 per cent.

For the average graduate assistant working 20 hours a week, this year's stipends are up 7.4 per cent in chemistry departments, 6.2 per cent in economics departments, and 6.5 per cent in English departments, compared with last year's averages. Data on graduate assistants' stipends were not reported for other departments.

The report on graduate-school enrollment was based on information from 263 of the 370 institutions that are members of the Council of Graduate Schools.

FACT–FILE

## Enrollment, Stipends, and Degrees at 263 Graduate Schools

| | Public institutions | | Private institutions | | All institutions | |
|---|---|---|---|---|---|---|
| | Fall 1982 | 1-year change | Fall 1982 | 1-year change | Fall 1982 | 1-year change |
| **Total graduate-school enrollment** | | | | | | |
| Master's-degree-only institutions | 76,825 | − 4.2% | 9,588 | − 1.8% | 86,413 | − 4.0% |
| Ph.D.-granting institutions | 374,196 | − 0.1% | 123,029 | − 2.2% | 497,225 | − 0.6% |
| All institutions | 451,021 | − 0.8% | 132,617 | − 2.2% | 583,638 | − 1.1% |
| **First-time graduate students** | | | | | | |
| Master's-degree-only institutions | 14,338 | −10.9% | 2,574 | −10.7% | 16,912 | −10.9% |
| Ph.D.-granting institutions | 90,385 | − 3.2% | 32,316 | − 4.4% | 122,701 | − 3.5% |
| All institutions | 104,723 | − 4.3% | 34,890 | − 4.9% | 139,613 | − 4.5% |
| **Applications received** | | | | | | |
| Master's-degree-only institutions | 31,250 | − 0.7% | 4,931 | − 6.9% | 36,181 | − 1.6% |
| Ph.D.-granting institutions | 285,192 | − 0.6% | 130,756 | − 1.0% | 415,948 | − 0.1% |
| All institutions | 316,442 | + 0.5% | 135,687 | − 1.2% | 452,129 | 0.0% |
| **Graduate assistants, services required** | | | | | | |
| Master's-degree-only institutions | 4,065 | + 4.5% | 364 | + 3.7% | 4,429 | + 4.4% |
| Ph.D.-granting institutions | 86,334 | + 1.2% | 20,086 | + 0.9% | 106,420 | + 1.1% |
| All institutions | 90,399 | + 1.3% | 20,450 | + 0.9% | 110,849 | + 1.3% |
| **Graduate fellows, no services required** | | | | | | |
| All institutions | 13,812 | − 1.1% | 8,991 | + 0.7% | 22,803 | 0.4% |
| **Average stipends for teaching assistants** | | | | | | |
| Chemistry departments | | | | | | |
| Master's-degree-only institutions | $ 4,191 | + 1.2% | $ 3,137 | + 3.5% | $ 3,169 | + 1.2% |
| Ph.D.-granting institutions | 5,213 | + 7.6% | 5,165 | +11.0% | 5,199 | + 8.7% |
| All institutions | 4,843 | + 6.2% | 4,940 | +10.4% | 4,868 | + 7.4% |
| Economics departments | | | | | | |
| Master's-degree-only institutions | $ 3,445 | + 3.8% | $ 2,550 | + 2.0% | $ 3,340 | + 3.7% |
| Ph.D.-granting institutions | 4,707 | + 7.1% | 4,256 | + 6.0% | 4,576 | + 7.0% |
| All institutions | 4,366 | + 6.4% | 3,964 | + 5.7% | 4,264 | + 6.2% |
| English departments | | | | | | |
| Master's-degree-only institutions | $ 3,537 | + 2.8% | $ 2,940 | + 7.1% | $ 3,443 | + 3.2% |
| Ph.D.-granting institutions | 4,601 | + 7.0% | 4,070 | + 9.2% | 4,464 | + 7.5% |
| All institutions | 4,300 | + 6.0% | 3,873 | + 8.9% | 4,201 | + 6.5% |
| **Degrees awarded in 1981-82** | | | | | | |
| Master's | 102,137 | − 1.5% | 34,264 | + 0.8% | 136,401 | − 1.0% |
| Ph.D. | 15,260 | + 0.2% | 5,982 | − 1.5% | 21,242 | − 0.3% |

Note: Data are based on reports of 263 institutions, or 71 per cent of the 370 institutions that are members of the Council of Graduate Schools. Data for stipends are for first-time teaching assistants working 20 hours per week for 9 or 10 months. Because of varying practices among institutions, the data for average stipends may be less reliable than the percentage change in average stipends.

SOURCE: COUNCIL OF GRADUATE SCHOOLS IN THE UNITED STATES AND GRADUATE RECORD EXAMINATIONS BOARD

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# Colleges Set Up Policies to Curb Misuse of Alcohol

Colleges and universities are becoming increasingly aware of alcohol-related problems on their campuses, and a significant number are establishing or expanding policies and programs aimed at curbing those problems, according to a national survey.

The survey, conducted last February, examined student drinking and related issues from four perspectives: institutional policy, drinking behavior, education and prevention, and counseling and treatment. The results were compared with findings from a nearly identical study in 1979.

Both were conducted by Angelo F. Gadaleto, director of the counseling center at Radford University, and David S. Anderson, alcohol-education coordinator at Virginia Polytechnic Institute and State University. They mailed questionnaires to a representative sample of 330 colleges and universities nationwide that offer at least the bachelor's degree. Of those, 236 responded, compared with 165 in 1979.

The findings indicate that not only are college officials more sensitive now to the role drinking plays in various kinds of student problems; they are more willing than before to establish and enforce policies that promote, in Mr. Gadaleto's words, "an environment conducive to the proper use, versus abuse, of alcohol."

Among the findings:

▶ Of the 236 college officials responding to the 1982 survey, 42 per cent believed that there had been an increase in alcohol-related problems on their campuses over the last few years.

▶ Nearly three-fourths of the respondents said alcohol was involved in at least 40 per cent of the instances of damage to residence halls. Fifty-eight per cent said alcohol was involved in at least 40 per cent of the incidents of violent behavior, and 37 per cent said it was involved at least 40 per cent of the time when students have academic difficulties.

▶ Seventy-seven per cent of the colleges that responded do not allow alcohol to be advertised as the primary focus of a party, and 74 per cent require that nonalcoholic drinks be offered at public functions where alcoholic drinks are available; 46 per cent also require that food be served at such events. Those figures reflect a growing tendency among officials to set guidelines for social events in an effort not only to reduce abusive drinking behavior, but also to encourage positive behavior, according to Mr. Gadaleto.

▶ The number of colleges with alcohol-education programs increased from 69 per cent in 1979 to 79 per cent in 1982. Thirty-six per cent have an alcohol-education specialist on the staff, up from 14 per cent in 1979. And 58 per cent of the colleges have established committees to focus on alcohol education and prevention of abuse, up from 37 per cent in 1979. However, only 28 per cent of the respondents said they budgeted funds (other than for personnel) specifically for alcohol-education programs.

▶ Twenty-eight per cent of the colleges surveyed have established programs to help employees who have drinking problems.

▶ Forty-five per cent have used an outside consultant for help with alcohol-education efforts.

—ZOË INGALLS

# Although Drinking Is Widespread, Student Abuse of Alcohol Is Not Rising, New Study Finds

## Such problems as violent behavior and vandalism have remained the same or decreased over an 8-year period

By ZOË INGALLS

The proportion of students who drink alcoholic beverages has not changed over the last eight years, and the proportion who are heavy drinkers has risen only slightly, a recent survey found.

And, with a few exceptions, the incidence of problems related to the abuse of alcohol, such as violent behavior and vandalism, has remained the same or decreased over the eight-year period.

The findings run contrary to the views of many college officials, who have voiced alarm over what they perceive as a dramatic rise in student drinking and alcohol abuse. However, the findings reinforce what many experts have said all along—that alcohol abuse is not on the rise, but campus officials' awareness of the problem is.

### 82 Pct. Are Drinkers

The study, "The Drinking Patterns and Drinking Problems of College Students: 1983," was conducted last fall by Ruth C. Engs, associate professor of health and safety education at Indiana University, and David J. Hanson, associate professor of sociology at the State University of New York College at Potsdam. Preliminary results were released to *The Chronicle* last week.

The researchers sent questionnaires to faculty members teaching sociology and health-survey classes at 219 colleges and universities in all 50 states. The faculty members were asked to distribute them to students representing a cross-section of grade levels and majors. Responses were received from 5,030 students at 93 institutions.

According to experts in the field who were interviewed by telephone last week, Ms. Engs's and Mr. Hanson's study is the first national survey of college students of this scope to be conducted in at least a decade.

They found that 82.1 per cent of the students surveyed drink—86.4 per cent of the men and 79.4 per cent of the women. Nearly 21 per cent identified themselves as heavy drinkers, consuming six or more drinks at a sitting at least once a week.

From among the 5,030 respondents, the researchers isolated a smaller sample of 854 students at 13 colleges of different sizes and types in different regions of the country. To point up any changes over time, that sub-sample was then compared with a group of 1,128 students at the same or equivalent colleges surveyed by Ms. Engs in 1974. (The results of that survey were published in 1977.)

### Increase in Heavy Drinkers

The proportion of students who said they were drinkers in 1974 and in 1982 was the same: 79.4 per cent. That finding is generally consistent with the results of other studies—mostly regional—conducted over the last few years. For example, a 1978 study of 34 New England colleges by Henry Wechsler of the Medical Foundation of Boston, a health-research group, found that 95 per cent of the students were drinkers. A follow-up study of 16 of those colleges in 1981 came up with similar results: 91 per cent were drinkers.

In comparing the 1974 and 1982 samples, Ms. Engs and Mr. Hanson found a modest increase in the proportion of heavy drinkers—from 11.6 per cent in 1974 to 17.2 per cent in 1982. The latter figure is close to Mr. Wechsler's 1981 finding that 16 per cent of students were heavy drinkers.

The proportion of women who identify themselves as heavy drinkers jumped from 4.4 per cent in 1974 to 11.4 per cent in 1982. Among white women the proportion tripled, rising from 4.8 to 14.4 per cent. Ms. Engs says she believes that the increase may be attributed in part to greater willingness on the part of women to admit that they are heavy drinkers, "because society's attitudes are more permissive." Nevertheless, she says, "there may very well be heavier drinking as women are becoming more liberated and are adopting more male patterns of drinking behavior."

Significant changes occurred in only three areas of alcohol-related problem behavior, according to the study: an increase in the percentage of students reporting hangovers, missing classes because of hangovers, and drinking while driving. But it found no significant change in the incidence of other behavioral problems that many college officials had reported to be on the rise, such as fighting after drinking, damaging university property, missing classes, and having trouble with the law or with the college administration.

"I think this shows what many of us have been saying all along—that school administrations are just becoming more aware of such problems," Ms. Engs says.

### Sample Could Be Biased

While acknowledging the importance of a large national study of this type, experts reached last week by *The Chronicle* cautioned that the results must be considered in context. They pointed out that getting a truly representative sample of college students for such a study is extremely difficult. They also said that students in sociology and health classes might be more attuned to or interested in alcohol problems than their counterparts in other fields.

The results of the study, in the words of one expert, "may represent what these 5,000 students are like, but may or may not be different from what the 12 million or so college students in this country are like."

In addition, Ms. Engs says she would have been happier with a higher response rate, but that she feels she and Mr. Hanson were successful in achieving a "stratified" sample that is representative of today's college students in everything from sex, race, and grade level to the type and location of institutions they attend.

Among their other findings:

- The lower a student's grade-point average, the more likely he or she is to be a heavy drinker.
- Students who are religious are less likely to drink, or to drink heavily, than those who are not.
- Fewer blacks than whites drink.
- Fewer women than men drink.
- There is virtually no difference in drinking patterns among students at large and small institutions.
- The smaller the community in which a college is located, the heavier the drinking. At colleges in communities of 100,000 or fewer, 23.5 per cent of students reported that they were heavy drinkers, compared with only 13.1 per cent in communities of over 500,000.

## *Alcohol on College Campuses: Patterns and Problems*

| Characteristics of students, 1982 survey | Drinkers† | Heavy drinkers‡ |
|---|---|---|
| All students | 82.1% | 20.6% |
| Males | 86.4% | 32.3% |
| Females | 79.4% | 12.7% |
| Whites | 85.4% | 22.7% |
| Blacks | 58.3% | 3.8% |
| Freshmen | 80.6% | 23.1% |
| Sophomores | 83.0% | 22.0% |
| Juniors | 81.8% | 19.1% |
| Seniors | 84.0% | 17.3% |
| Roman Catholics | 90.2% | 24.5% |
| Protestants | | |
| Denominations that allow drinking | 87.3% | 23.6% |
| Denominations that do no. allow drinking | 58.7% | 10.7% |
| Jews | 90.5% | 12.3% |
| Other religion or none | 82.9% | 20.1% |
| Religion very important | 78.3% | 17.4% |
| Religion not very important | 92.5% | 29.2% |
| Grade-point average | | |
| 4.0 | 68.9% | 10.7% |
| 3.5 | 78.0% | 11.4% |
| 3.0 | 83.6% | 20.7% |
| 2.5 | 84.6% | 23.8% |
| 2.0 | 80.8% | 27.3% |
| Less than 2.0 | 84.8% | 38.0% |
| **Characteristics of institutions attended** | | |
| Public | 82.1% | 20.6% |
| Private | 82.5% | 20.7% |
| Church-related | | |
| Roman Catholic | 90.4% | 24.7% |
| Protestant | 78.7% | 22.6% |
| Predominantly black | 64.9% | 7.4% |
| Other | 82.6% | 20.8% |
| Northeast | 83.2% | 22.7% |
| Midwest | 79.8% | 24.1% |
| South | 60.8% | 15.9% |
| West | 82.4% | 19.9% |
| Enrollment | | |
| More than 10,000 | 83.0% | 19.8% |
| Less than 10,000 | 81.0% | 21.7% |
| Population of community | | |
| Less than 100,000 | 83.5% | 23.5% |
| 100,000 to 500,000 | 77.5% | 16.0% |
| More than 500,000 | 84.0% | 13.1% |

| Students who drink † | 1974 | 1982 |
|---|---|---|
| All students | 79.4% | 79.4% |
| Males | 83.5% | 81.9% |
| Black | 71.6% | 66.4% |
| White | 84.2% | 87.7% |
| Females | 76.1% | 77.4% |
| Black | 49.1% | 50.9% |
| White | 82.4% | 86.1% |
| Freshmen | 79.2% | 76.9% |
| Sophomores | 74.9% | 78.7% |
| Juniors | 80.9% | 79.3% |
| Seniors | 84.4% | 83.6% |
| **Students who are heavy drinkers ‡** | | |
| All students | 11.6% | 17.2% |
| Males | 20.3% | 25.0% |
| Black | 6.2% | 10.1% |
| White | 22.2% | 30.8% |
| Females | 4.4% | 11.4% |
| Black | 3.6% | 1.8% |
| White | 4.8% | 14.4% |
| Freshmen | 12.1% | 19.2% |
| Sophomores | 12.4% | 17.3% |
| Juniors | 11.0% | 15.9% |
| Seniors | 12.1% | 17.2% |
| **Alcohol-related problems of students who drink ††** | | |
| Hangover | 57.6% | 66.3% |
| Nausea and vomiting | 37.8% | 37.0% |
| Know they have a problem with alcohol | 8.5% | 7.4% |
| Driving after drinking | 51.0% | 47.5% |
| Driving after much drinking | 30.8% | 30.4% |
| Driving while drinking | 25.7% | 45.4% |
| Arrested for drunk driving | 1.8% | 0.5% |
| Missed class because of hangover | 16.8% | 18.4% |
| Went to class after drinking | 10.9% | 7.6% |
| Missed class after drinking | 10.6% | 8.1% |
| Received lower grade | 4.1% | 4.1% |
| Criticized by date | 10.0% | 10.0% |
| Fought after drinking | 9.1% | 9.2% |
| Damaged university property | 8.8% | 7.8% |
| Had problems with law | 3.5% | 2.5% |
| Trouble with college administration | 1.8% | 1.4% |
| Lost job because of drinking | 0.6% | 0.4% |

† Students who said they drank alcoholic beverages at least once in the past year.
‡ Students who have six or more drinks at any one sitting, more than once a week.
†† Percentage of students who drink who had alcohol-related problems at least once in the past year.

Note: Comparative data for 1974 and 1982 are based on a sample of 1,128 students questioned in 1974 and 854 students at the same or equivalent colleges asked the same questions in 1982. Other data were collected in the fall of 1982 from a sample of 5,030 students at 93 colleges and universities in all 50 states.

SOURCE: "DRINKING PATTERNS AND DRINKING PROBLEMS OF COLLEGE STUDENTS: 1983," BY RUTH C. ENGS AND DAVID J. HANSON

FACT–FILE

# Final Report in Assessment of Graduate Education

WASHINGTON

Evaluations of 639 doctoral programs in seven fields in the social and behavioral sciences have been published by the National Academy Press here in the last of five reports on a national assessment of the quality of graduate education in the United States.

Earlier reports covered mathematics and the physical sciences (*The Chronicle*, September 29, 1982), the humanities (November 10, 1982), engineering (December 1, 1982), and the biological sciences (January 12).

The assessment was conducted by a committee named by the Conference Board of Associated Research Councils, which comprises the American Council of Learned Societies, the American Council on Education, the National Research Council, and the Social Science Research Council.

The fields rated in the social and behavioral sciences were anthropology, economics, geography, history, political science, psychology, and sociology.

The committee's report on those fields included 16 measures that it said were "related to quality." They ranged from the size of the faculty in each program to the total expenditure reported by universities for research and development in each of the seven fields.

Sensitive to criticism of previous assessments of education quality, the committee did not develop a combined rating of the doctoral programs. The report said the committee was "convinced that no single measure adequately reflects the quality of a research-doctorate program and wishes to emphasize the importance of viewing individual programs from the perspective of multiple indices or dimensions."

Also among the 16 measures were 4 based on a survey of the reputations of the doctoral programs among faculty members in those fields.

In that survey they were asked to rate:

▶ The scholarly competence and achievements of faculty members in a stratified random sample of the departments in their field.

▶ The effectiveness of those departments in educating research scholars and scientists.

▶ The improvement of the program over the past five years.

▶ How familiar they were with each program being rated.

The results were presented in both raw scores and standardized scores converted from raw scores with a mean of 50 and a standard deviation of 10. About two-thirds of all programs rated had standardized scores of between 40 and 60, and 95 per cent had standardized scores of between 30 and 70.

Copies of the report, *An Assessment of Research Doctorate Programs in the United States: Social and Behavioral Sciences*, are available for $10.50 each from the National Academy Press, 2101 Constitution Avenue, N.W., Washington 20036.

Following are the standardized scores for the ratings in the seven fields:

## *Anthropology*

| | Faculty quality (a) | Effectiveness (b) | Improvement (c) | Familiarity (d) |
|---|---|---|---|---|
| American U. | 32 | 29 | 44 | 27 |
| U. of Arizona | 66 | 66 | 57 | 66 |
| Arizona St. U. | 48 | 52 | 61 | 45 |
| Boston U.* | 42 | 40 | 37 | 45 |
| Brandeis U. | 49 | 47 | 43 | 47 |
| Brown U. | 44 | 45 | 45 | 45 |
| Bryn Mawr U. | 45 | 49 | 56 | 47 |
| U. of California | | | | |
| Berkeley | 74 | 69 | 47 | 73 |
| Davis | 46 | 50 | 60 | 41 |
| Irvine | 53 | 52 | 68 | 50 |
| Los Angeles | 63 | 63 | 55 | 62 |
| Riverside | 44 | 47 | 42 | 43 |
| San Diego* | 57 | 57 | 60 | 54 |
| Santa Barbara | 60 | 56 | 63 | 58 |
| Catholic U. | 33 | 32 | 42 | 36 |
| U. of Chicago | 73 | 70 | 42 | 72 |
| City U. of New York | | | | |
| Graduate School | 62 | 56 | 60 | 58 |
| U. of Colorado | 47 | 49 | 36 | 47 |
| Columbia U. | 60 | 56 | 22 | 62 |
| U. of Connecticut | 48 | 46 | 52 | 48 |
| Cornell U. | 57 | 60 | 43 | 56 |
| Duke U. | 53 | 54 | 63 | 52 |
| U. of Florida | 57 | 53 | 80 | 54 |
| U. of Georgia* | 27 | 25 | 42 | 37 |
| Harvard U. | 63 | 61 | 31 | 70 |
| U. of Hawaii | 51 | 54 | 51 | 44 |
| U. of Illinois | 60 | 57 | 51 | 58 |
| Indiana U. | 50 | 55 | 47 | 46 |
| U. of Kansas | 44 | 44 | 48 | 43 |
| U. of Kentucky | 41 | 40 | 49 | 40 |
| U. of Massachusetts | 54 | 58 | 63 | 53 |
| U. of Michigan | 73 | 74 | 52 | 71 |
| Michigan St. U. | 48 | 51 | 48 | 46 |
| U. of Minnesota | 46 | 44 | 37 | 42 |
| U. of Missouri | 43 | 45 | 37 | 42 |
| U. of New Mexico | 61 | 59 | 64 | 59 |
| New Sch. for Social Research* | 41 | 35 | 45 | 48 |
| New York U. | 47 | 47 | 36 | 51 |
| U. of North Carolina | 51 | 53 | 47 | 49 |
| Northwestern U. | 61 | 61 | 63 | 65 |
| Ohio St. U. | 40 | 45 | 54 | 40 |
| U. of Oklahoma | 32 | 32 | 48 | 33 |
| U. of Oregon | 44 | 47 | 42 | 41 |
| U. of Pennsylvania | 67 | 66 | 53 | 66 |
| Pennsylvania St. U. | 53 | 55 | 48 | 53 |
| U. of Pittsburgh | 53 | 54 | 45 | 57 |
| Princeton U. | 47 | 46 | 44 | 52 |
| Rice U. | 39 | 33 | 38 | 44 |
| U. of Rochester | 41 | 46 | 45 | 41 |
| Rutgers U. | 56 | 51 | 60 | 59 |
| St. U. of New York | | | | |
| Albany* | 41 | 37 | 55 | 44 |
| Binghamton | 48 | 51 | 61 | 50 |
| Buffalo | 51 | 51 | 55 | 54 |
| Stony Brook | 45 | 42 | 46 | 48 |
| Southern Illinois U. | 41 | 43 | 52 | 41 |
| Southern Methodist U. | 45 | 46 | 56 | 42 |
| Stanford U. | 63 | 66 | 45 | 65 |
| Syracuse U. | 38 | 36 | 42 | 37 |
| U. of Tennessee* | 36 | 40 | 56 | 37 |
| U. of Texas, Austin | 59 | 61 | 62 | 57 |
| Tulane U. | 47 | 48 | 40 | 49 |
| U. of Utah | 42 | 43 | 53 | 42 |
| U. of Virginia* | 53 | 49 | 71 | 54 |
| Washington U. (Mo.) | 45 | 47 | 48 | 53 |
| U. of Washington | 56 | 58 | 57 | 55 |
| Washington St. U.* | 43 | 45 | 61 | 37 |
| Wayne St. U. | 41 | 37 | 48 | 38 |
| U. of Wisconsin | | | | |
| Madison | 53 | 56 | 41 | 53 |
| Milwaukee* | 44 | 43 | 41 | 45 |
| Yale U. | 66 | 63 | 45 | 64 |

## *Economics*

| | Faculty quality (a) | Effectiveness (b) | Improvement (c) | Familiarity (d) |
|---|---|---|---|---|
| American U. | 42 | 40 | 49 | 42 |
| U. of Arkansas | 36 | 33 | — | 36 |
| Boston C. | 46 | 47 | 51 | 48 |
| Boston U. | 50 | 50 | 63 | 49 |
| Brown U. | 59 | 60 | 44 | 63 |
| U. of California | | | | |
| Berkeley | 65 | 65 | 22 | 65 |
| Davis | | | | |
| Agricultural economics | 53 | 59 | 48 | 39 |
| Economics | 51 | 50 | 51 | 49 |
| Los Angeles | 65 | 62 | 60 | 68 |
| Riverside | 40 | 37 | 28 | 42 |
| San Diego | 58 | 57 | 71 | 56 |
| Santa Barbara | 49 | 49 | 61 | 50 |
| California Inst. of Tech.* | 56 | 59 | 64 | 55 |
| Carnegie-Mellon | 57 | 62 | 37 | 55 |
| Case Western Reserve U. | 35 | 35 | 35 | 36 |
| U. of Chicago | 72 | 72 | 44 | 70 |
| U. of Cincinnati | 39 | 38 | 44 | 37 |
| City U. of New York | | | | |
| Graduate School | 44 | 43 | 43 | 43 |
| Claremont Graduate School | 48 | 49 | 48 | 45 |
| Clark U. | 36 | 36 | 41 | 38 |
| U. of Colorado | 44 | 46 | 42 | 43 |
| Colorado St. U. | 41 | 40 | 49 | 38 |
| Columbia U. | 66 | 62 | 59 | 65 |
| U. of Connecticut | 43 | 42 | 53 | 42 |
| Cornell U. | 57 | 57 | 56 | 59 |
| Duke U. | 56 | 58 | 60 | 58 |
| U. of Florida | 49 | 47 | 67 | 51 |
| Florida St. U. | 43 | 45 | 45 | 42 |
| Fordham U. | 35 | 35 | 49 | 37 |
| George Washington U. | 45 | 45 | 49 | 47 |
| Georgetown U. | 39 | 40 | 44 | 38 |
| Georgia St. U. | 41 | 40 | 48 | 40 |
| Harvard U. | 72 | 67 | 45 | 70 |
| U. of Hawaii* | 39 | 39 | 44 | 37 |
| U. of Illinois | 54 | 54 | 42 | 55 |
| Indiana U. | 46 | 48 | 38 | 46 |
| U. of Iowa | 48 | 50 | 65 | 50 |
| Iowa St. U. | 51 | 57 | 40 | 47 |
| Johns Hopkins U. | 57 | 59 | 31 | 60 |
| U. of Kansas | 42 | 42 | 38 | 42 |
| U. of Kentucky | 44 | 41 | 46 | 43 |
| U. of Maryland | 58 | 54 | 65 | 60 |
| U. of Massachusetts | 50 | 48 | 41 | 54 |
| Massachusetts Inst. of Tech. | 73 | 74 | 52 | 70 |
| U. of Michigan | 63 | 63 | 51 | 64 |
| Michigan St. U. | 55 | 55 | 55 | 54 |
| U. of Minnesota | 68 | 68 | 61 | 65 |
| U. of Missouri | 42 | 42 | 42 | 41 |
| U. of Nebraska | 40 | 40 | 45 | 38 |
| New Sch. for Social Research | 42 | 41 | 41 | 49 |
| New York U. | 60 | 54 | 68 | 61 |
| U. of North Carolina | 54 | 56 | 50 | 56 |
| North Carolina St. U. | 47 | 50 | 43 | 43 |
| Northern Illinois U. | 36 | 34 | 35 | 36 |
| Northwestern U. | 65 | 64 | 64 | 67 |
| Notre Dame U. | 38 | 39 | 41 | 41 |
| Ohio St. U. | 50 | 51 | 46 | 52 |
| U. of Oklahoma | 38 | 38 | 46 | 38 |
| Oklahoma St. U. | | | | |
| Agricultural economics | 42 | 42 | — | 36 |
| Economics & finance | 43 | 44 | 47 | 43 |
| U. of Oregon | 45 | 48 | 49 | 43 |
| U. of Pennsylvania | 67 | 64 | 61 | 67 |
| Pennsylvania St. U. | 47 | 47 | 48 | 45 |
| U. of Pittsburgh | 48 | 50 | 49 | 49 |
| Princeton U. | 71 | 70 | 67 | 68 |
| Purdue U. | 51 | 54 | 37 | 50 |
| Rice U. | 45 | 47 | 36 | 46 |
| U. of Rochester | 64 | 65 | 49 | 64 |
| Rutgers U. | 46 | 44 | 50 | 47 |
| St. U. of New York | | | | |
| Albany | 40 | 41 | 54 | 41 |
| Binghamton | 44 | 44 | 46 | 44 |
| Stony Brook | 50 | 50 | 63 | 52 |
| U. of South Carolina | 42 | 39 | 63 | 40 |
| U. of Southern California | 54 | 51 | 76 | 54 |
| Southern Illinois U. | 35 | 34 | 43 | 39 |
| Southern Methodist U. | 46 | 47 | 50 | 46 |
| Stanford U. | 72 | 70 | 69 | 68 |
| Syracuse U. | 45 | 49 | 49 | 46 |
| U. of Texas, Austin | 49 | 48 | 48 | 50 |
| Texas A&M U. | 52 | 53 | 56 | 52 |
| Tulane U. | 45 | 45 | 58 | 48 |
| U. of Utah | 42 | 42 | 51 | 40 |
| Vanderbilt U. | 51 | 51 | 45 | 51 |
| U. of Virginia | 56 | 56 | 59 | 57 |
| Virginia Poly. Inst. & St. U. | 55 | 55 | 55 | 59 |
| Washington U. (Mo.) | 53 | 54 | 44 | 55 |
| U. of Washington | 55 | 57 | 56 | 56 |
| Washington St. U. | 39 | 38 | 58 | 38 |
| Wayne St. U. | 46 | 47 | 49 | 49 |
| West Virginia U. | 39 | 41 | 47 | 40 |
| U. of Wisconsin | | | | |
| Madison | 65 | 66 | 63 | 67 |
| Milwaukee | 43 | 41 | 53 | 44 |
| Yale U. | 71 | 68 | 43 | 69 |

## *Geography*

| | Faculty quality (a) | Effectiveness (b) | Improvement (c) | Familiarity (d) |
|---|---|---|---|---|
| U. of Arizona* | 48 | 44 | 53 | 48 |
| Boston U. | 48 | 46 | 64 | 49 |
| U. of California | | | | |
| Berkeley | 66 | 67 | 50 | 64 |
| Davis | 45 | 43 | 54 | 42 |
| Los Angeles | 64 | 63 | 61 | 64 |
| Riverside | 36 | 38 | 39 | 39 |
| U. of Chicago | 67 | 64 | 32 | 67 |
| U. of Cincinnati | 43 | 45 | 44 | 47 |
| Clark U. | 62 | 62 | 52 | 63 |
| U. of Colorado | 53 | 54 | 61 | 51 |
| Columbia U. | 42 | 42 | 39 | 43 |
| U. of Denver | 42 | 35 | 51 | 35 |
| U. of Florida | 41 | 42 | 44 | 38 |
| U. of Georgia | 55 | 55 | 58 | 53 |
| U. of Hawaii | 52 | 54 | 58 | 46 |
| U. of Illinois | 58 | 59 | 68 | 61 |
| Indiana U. | 37 | 36 | 51 | 35 |
| U. of Iowa | 57 | 60 | 39 | 55 |
| Johns Hopkins U. | 59 | 56 | 46 | 56 |
| U. of Kansas | 56 | 58 | 53 | 53 |
| Kent St. U. | 37 | 37 | 46 | 38 |
| U. of Kentucky* | 42 | 40 | 61 | 47 |
| Louisiana St. U. | 55 | 57 | 50 | 45 |
| U. of Maryland | 45 | 45 | 53 | 47 |
| U. of Michigan | 52 | 51 | 22 | 63 |
| Michigan St. U. | 51 | 52 | 47 | 51 |
| U. of Minnesota | 71 | 70 | 59 | 69 |
| U. of Nebraska | 49 | 51 | 62 | 47 |
| U. of North Carolina | 49 | 50 | 54 | 47 |
| U. of Northern Colorado* | 28 | 30 | 47 | 25 |
| Northwestern U. | 48 | 41 | 25 | 59 |
| Ohio St. U. | 63 | 66 | 43 | 63 |
| U. of Oklahoma | 45 | 45 | 50 | 48 |
| U. of Oregon | 45 | 45 | 44 | 44 |
| Oregon St. U. | 42 | 45 | 51 | 40 |
| Pennsylvania St. U. | 68 | 66 | 57 | 66 |
| U. of Pittsburgh | 35 | 36 | 33 | 39 |
| Rutgers U. | 51 | 49 | 58 | 50 |
| St. U. of New York, Buffalo* | 55 | 52 | 70 | 54 |
| Southern Illinois U. | 40 | 38 | 38 | 40 |
| Syracuse U. | 59 | 59 | 53 | 60 |
| U. of Tennessee | 44 | 45 | 58 | 45 |
| U. of Texas, Austin | 48 | 44 | 40 | 49 |
| Texas A&M U. | 44 | 41 | 53 | 46 |
| U. of Utah | 38 | 37 | 49 | 34 |
| U. of Washington | 59 | 62 | 48 | 60 |
| U. of Wisconsin | | | | |
| Madison | 66 | 68 | 47 | 65 |
| Milwaukee | 53 | 53 | 56 | 53 |

## *History*

| | Faculty quality (a) | Effectiveness (b) | Improvement (c) | Familiarity (d) |
|---|---|---|---|---|
| American U. | 40 | 39 | 43 | 42 |
| U. of Arizona | 49 | 50 | 81 | 49 |
| U. of Arkansas* | 38 | 38 | 52 | 40 |

# Rates 639 Programs in Social, Behavioral Sciences

| | Faculty quality (a) | Effectiveness (b) | Improvement (c) | Familiarity (d) |
|---|---|---|---|---|
| Auburn U. | 38 | 33 | 51 | 35 |
| Boston C. | 38 | 38 | 46 | 38 |
| Boston U. | 52 | 50 | 53 | 49 |
| Brandeis U. | 61 | 60 | 54 | 60 |
| Brown U. | 62 | 63 | 68 | 56 |
| Bryn Mawr C. | 49 | 52 | 50 | 44 |
| U. of California | | | | |
| Berkeley | 71 | 69 | 49 | 70 |
| Davis | 53 | 54 | 61 | 53 |
| Irvine | 44 | 42 | 57 | 47 |
| Los Angeles | 64 | 62 | 53 | 65 |
| Riverside | 41 | 39 | 31 | 45 |
| San Diego | 56 | 56 | 78 | 55 |
| Santa Barbara | 57 | 58 | 61 | 57 |
| Carnegie-Mellon U. | 46 | 48 | 46 | 45 |
| Case Western Reserve U. | 42 | 45 | 35 | 46 |
| Catholic U. | 43 | 43 | 37 | 39 |
| U. of Chicago | 68 | 65 | 53 | 67 |
| U. of Cincinnati | 47 | 47 | 51 | 49 |
| City U. of New York | | | | |
| Graduate School | 63 | 58 | 55 | 60 |
| Claremont Graduate School | 46 | 47 | 55 | 45 |
| U. of Colorado | 45 | 44 | 42 | 43 |
| Columbia U. | 68 | 66 | 37 | 67 |
| U. of Connecticut | 50 | 50 | 57 | 44 |
| Cornell U. | 62 | 63 | 41 | 64 |
| U. of Delaware | 50 | 51 | 72 | 48 |
| U. of Denver | 35 | 34 | 51 | 38 |
| Duke U. | 60 | 60 | 60 | 62 |
| Emory U. | 52 | 55 | 55 | 51 |
| U. of Florida | 45 | 44 | 54 | 45 |
| Florida St. U. | 43 | 44 | 52 | 41 |
| Fordham U. | 39 | 39 | 42 | 37 |
| George Washington U. | 42 | 43 | 43 | 43 |
| Georgetown U. | 39 | 44 | 41 | 41 |
| U. of Georgia | 50 | 48 | 53 | 49 |
| Harvard U. | 70 | 67 | 34 | 73 |
| U. of Hawaii | 45 | 43 | 66 | 37 |
| Howard U. | 38 | 36 | 46 | 38 |
| U. of Illinois | | | | |
| Chicago | 53 | 52 | 57 | 55 |
| Urbana-Champaign | 59 | 58 | 47 | 58 |
| Indiana U. | 63 | 63 | 67 | 65 |
| U. of Iowa | 58 | 58 | 51 | 58 |
| Johns Hopkins U. | 66 | 67 | 53 | 65 |
| U. of Kansas | 52 | 52 | 55 | 49 |
| Kent St. U. | 47 | 44 | 52 | 46 |
| U. of Kentucky | 48 | 49 | 52 | 46 |
| Louisiana St. U. | 46 | 50 | 32 | 45 |
| Loyola U. of Chicago | 38 | 37 | 51 | 38 |
| U. of Maine | 37 | 39 | 46 | 41 |
| U. of Manitoba | 54 | 53 | 59 | 56 |
| U. of Massachusetts | 67 | 66 | 81 | 61 |
| Miami U. (Ohio) | 39 | 40 | — | 39 |
| U. of Michigan | 68 | 67 | 53 | 65 |
| Michigan St. U. | 49 | 51 | 38 | 52 |
| U. of Minnesota | 57 | 59 | 53 | 56 |
| Mississippi St. U. | 33 | 34 | 57 | 39 |
| U. of Missouri | 53 | 54 | 49 | 52 |
| U. of Nebraska | 47 | 49 | 41 | 49 |
| U. of New Hampshire | 43 | 35 | 57 | 42 |
| New York U. | 54 | 56 | 61 | 55 |
| U. of North Carolina | 62 | 63 | 52 | 62 |
| North Texas St. U. | 37 | 35 | 60 | 39 |
| Northwestern U. | 61 | 61 | 54 | 60 |
| U. of Notre Dame | 43 | 44 | 38 | 47 |
| Ohio St. U. | 52 | 54 | 46 | 53 |
| U. of Oklahoma | 48 | 48 | 55 | 48 |
| Oklahoma St. U. | 36 | 33 | 34 | 38 |
| U. of Oregon | 45 | 46 | 34 | 45 |
| U. of Pennsylvania | 63 | 62 | 55 | 63 |
| Pennsylvania St. U. | 42 | 40 | 26 | 43 |
| U. of Pittsburgh | 52 | 54 | 37 | 51 |
| Princeton U. | 70 | 69 | 53 | 70 |
| Rice U. | 52 | 54 | 42 | 50 |
| U. of Rochester | 61 | 61 | 41 | 60 |
| Rutgers U. | 57 | 58 | 61 | 58 |
| St. U. of New York | | | | |
| Binghamton | 48 | 49 | 56 | 50 |
| Buffalo | 47 | 48 | 42 | 46 |
| Stony Brook | 53 | 53 | 45 | 54 |
| Saint Louis U. | 37 | 38 | 38 | 36 |
| U. of South Carolina | 48 | 47 | 57 | 48 |
| U. of Southern California | 44 | 44 | 44 | 43 |
| Stanford U. | 67 | 69 | 43 | 67 |
| Syracuse U. | 48 | 48 | 56 | 46 |
| Temple U. | 50 | 49 | 58 | 49 |
| U. of Tennessee | 43 | 43 | 48 | 41 |
| U. of Texas, Austin | 59 | 59 | 61 | 60 |
| Texas Christian U. | 34 | 33 | 46 | 39 |
| Texas Tech U. | 33 | 34 | 38 | 36 |
| U. of Toledo | 42 | 40 | 51 | 44 |
| Tulane U. | 48 | 47 | 51 | 48 |
| U. of Utah | 42 | 43 | 57 | 38 |
| Vanuerbilt U. | 55 | 55 | 61 | 52 |
| U. of Virginia | 60 | 62 | 64 | 64 |
| Washington U. (Mo.) | 52 | 53 | 46 | 50 |
| U. of Washington | 58 | 59 | 53 | 59 |
| Washington St. U. | 35 | 37 | 41 | 38 |
| Wayne St. U. | 42 | 38 | 37 | 41 |

Note: Ratings are standardized on a scale where 50 represents the average score for all rated departments.
(a) Rating of scholarly quality of faculty members in the program.
(b) Rating of the effectiveness of the program in education of research scholars or scientists.
(c) Rating of improvement in program quality in the last five years.
(d) Rating of the evaluators' familiarity with the work of program faculty.
* Program was initiated after 1970.
— Not available.

| | Faculty quality (a) | Effectiveness (b) | Improvement (c) | Familiarity (d) |
|---|---|---|---|---|
| West Virginia U. | 37 | 35 | 38 | 35 |
| U. of Wisconsin | 65 | 64 | 32 | 68 |
| Yale U. | 71 | 71 | 49 | 71 |

## *Political Science*

| | Faculty quality (a) | Effectiveness (b) | Improvement (c) | Familiarity (d) |
|---|---|---|---|---|
| U. of Arizona* | 30 | 46 | 78 | 48 |
| Atlanta U.* | 27 | 28 | 41 | 31 |
| Boston U. | 46 | 44 | 35 | 47 |
| Brandeis U. | 50 | 48 | 38 | 50 |
| City U. of New York: Graduate School | 56 | 50 | 41 | 52 |
| U. of California | | | | |
| Berkeley | 71 | 67 | 49 | 70 |
| Davis | 47 | 46 | 60 | 44 |
| Los Angeles | 59 | 59 | 50 | 59 |
| Riverside | 44 | 41 | 38 | 46 |
| San Diego* | 55 | 53 | 66 | 56 |
| Santa Barbara | 51 | 50 | 50 | 53 |
| Catholic U. | 38 | 37 | 55 | 38 |
| U. of Chicago | 70 | 68 | 47 | 69 |
| U. of Cincinnati | 39 | 38 | 49 | 40 |
| Claremont Graduate School | 46 | 47 | 39 | 44 |
| U. of Colorado | 46 | 46 | 52 | 39 |
| Columbia U. | 60 | 58 | 44 | 60 |
| U. of Connecticut | 47 | 46 | 49 | 47 |
| Cornell U. | 62 | 62 | 59 | 63 |
| Duke U. | 58 | 57 | 64 | 60 |
| Emory U. | 38 | 39 | 58 | 37 |
| U. of Florida | 46 | 44 | 46 | 41 |
| Florida State U. | 49 | 50 | 64 | 49 |
| George Washington U. | 43 | 43 | 55 | 43 |
| Georgetown U. | 44 | 44 | 44 | 47 |
| U. of Georgia | 48 | 49 | 63 | 49 |
| Harvard U. | 71 | 67 | 50 | 71 |
| U. of Hawaii | 55 | 53 | 54 | 56 |
| Howard U. | 36 | 35 | 47 | 32 |
| U. of Idaho | 28 | 29 | 50 | 32 |
| U. of Illinois | 57 | 59 | 67 | 56 |
| Indiana U. | 59 | 60 | 57 | 59 |
| U. of Iowa | 55 | 56 | 46 | 54 |
| Johns Hopkins U. | 56 | 56 | 44 | 58 |
| U. of Kansas | 44 | 43 | 52 | 39 |
| Kent State U. | 37 | 39 | 50 | 35 |
| U. of Kentucky | 50 | 53 | 53 | 51 |
| U. of Maryland | 51 | 52 | 57 | 54 |
| Massachusetts Inst. of Tech. | 67 | 67 | 46 | 65 |
| U. of Massachusetts | 53 | 52 | 54 | 52 |
| Miami U. (Ohio) | 41 | 40 | 43 | 41 |
| U. of Michigan | 70 | 69 | 48 | 69 |
| Michigan State U. | 52 | 55 | 33 | 54 |
| U. of Minnesota | 62 | 65 | 61 | 64 |
| U. of Missouri | 44 | 43 | 45 | 42 |
| U. of Nebraska | 42 | 41 | 56 | 40 |
| New Sch. for Social Research | 34 | 35 | 20 | 41 |
| New York U. | 50 | 49 | 44 | 48 |
| U. of North Carolina | 60 | 62 | 41 | 60 |
| Northern Illinois U. | 37 | 37 | 45 | 38 |
| Northwestern U. | 60 | 62 | 47 | 59 |
| U. of Notre Dame | 44 | 44 | 51 | 42 |
| Ohio State U. | 57 | 59 | 67 | 59 |
| U. of Oklahoma | 41 | 44 | 55 | 36 |
| U. of Oregon | 51 | 53 | 41 | 52 |
| U. of Pennsylvania* | 53 | 49 | 33 | 53 |
| Pennsylvania State U. | 47 | 48 | 39 | 45 |
| U. of Pittsburgh | 52 | 55 | 47 | 52 |
| Princeton U. | 63 | 61 | 44 | 65 |
| Purdue U. | 45 | 43 | 51 | 47 |
| Rice U.* | 40 | 42 | 51 | 42 |
| U. of Rochester | 61 | 65 | 52 | 62 |
| Rutgers U. | 54 | 55 | 59 | 54 |
| St. U. of New York | | | | |
| Albany | 44 | 45 | 51 | 43 |
| Binghamton | 44 | 45 | 54 | 45 |
| Buffalo | 49 | 51 | 38 | 46 |
| U. of Southern California | 50 | 47 | 56 | 51 |
| Southern Illinois U. | 36 | 36 | 37 | 41 |
| Stanford U. | 66 | 67 | 39 | 67 |
| Syracuse U. | 49 | 52 | 41 | 50 |
| Temple U. | 45 | 44 | 43 | 47 |
| U. of Tennessee | 42 | 40 | 50 | 39 |
| U. of Texas, Austin | 54 | 54 | 46 | 51 |
| Tulane U. | 38 | 39 | 41 | 39 |
| U. of Utah | 35 | 33 | 45 | 34 |
| Vanderbilt U. | 52 | 52 | 49 | 52 |
| U. of Virginia | 52 | 52 | 38 | 49 |
| Washington U. (Mo.) | 57 | 61 | 39 | 58 |
| U. of Washington | 54 | 53 | 66 | 55 |
| West Virginia U. | 34 | 34 | 52 | 34 |
| U. of Wisconsin | | | | |
| Madison | 66 | 66 | 49 | 66 |
| Milwaukee | 46 | 48 | 67 | 47 |
| Yale U. | 72 | 72 | 45 | 70 |

## *Psychology*

| | Faculty quality (a) | Effectiveness (b) | Improvement (c) | Familiarity (d) |
|---|---|---|---|---|
| Adelphi U. | 37 | 33 | 35 | 40 |
| U. of Alabama | 42 | 46 | 51 | 44 |
| U. of Arizona | 48 | 47 | 58 | 47 |
| Arizona St. U. | 51 | 50 | 46 | 52 |
| U. of Arkansas | 39 | 38 | 36 | 39 |
| Auburn U. | 41 | 37 | 71 | 40 |
| Baylor U. | 35 | 33 | 44 | 38 |
| Boston U. | 53 | 52 | 58 | 48 |
| Bowling Green St. U. | 49 | 50 | 43 | 49 |
| Brandeis U. | 50 | 48 | 42 | 49 |
| Brigham Young U. | 40 | — | — | 38 |
| Brown U. | 61 | 62 | 40 | 56 |
| Bryn Mawr C. | 43 | 46 | 41 | 44 |
| California Sch. of Professional Psychology | | | | |
| Berkeley* | 35 | 38 | 58 | 40 |
| San Diego* | 31 | 22 | 54 | 39 |
| U. of California | | | | |
| Berkeley | 69 | 65 | 40 | 71 |
| Davis | 48 | 48 | 44 | 45 |
| Irvine | | | | |
| Social science | 51 | 48 | 48 | 44 |
| Biological science | 56 | 57 | 56 | 44 |
| Los Angeles | 68 | 65 | 57 | 68 |
| Riverside | 45 | 46 | 39 | 45 |
| San Diego | 66 | 63 | 64 | 65 |
| Santa Barbara | 57 | 57 | 51 | 57 |
| Carnegie-Mellon U. | 65 | 65 | 72 | 62 |
| Case Western Reserve U. | 41 | 43 | 22 | 40 |
| Catholic U. of America | 46 | 47 | 52 | 44 |
| U. of Chicago | 67 | 65 | 51 | 66 |
| U. of Cincinnati | 48 | 47 | 48 | 49 |
| City U. of New York | | | | |
| Graduate School | 61 | 58 | 29 | 59 |
| Claremont Graduate School | 49 | 46 | 60 | 46 |
| Clark U. | 49 | 51 | 42 | 50 |
| U. of Colorado | 64 | 63 | 60 | 66 |
| Colorado St. U. | 42 | 42 | 49 | 41 |
| Columbia Teachers C. | 54 | 52 | 36 | 53 |
| Columbia U. | 64 | 62 | 32 | 65 |
| U. of Connecticut | 58 | 58 | 55 | 60 |
| Cornell U. | 63 | 61 | 58 | 65 |
| U. of Delaware | 45 | 44 | 57 | 45 |
| U. of Denver | 54 | 53 | 65 | 54 |
| DePaul U. | 36 | 34 | — | 38 |
| U. of Detroit | 33 | — | — | 35 |
| Duke U. | 61 | 60 | 44 | 61 |
| Emory U. | 48 | 49 | 39 | 48 |
| U. of Florida | 54 | 54 | 49 | 56 |
| Florida St. U. | 53 | 53 | 48 | 55 |
| Fordham U. | 42 | 39 | — | 39 |
| Fuller Theological Seminary | 39 | 34 | — | 38 |
| George Washington U. | 42 | 41 | — | 39 |
| U. of Georgia | 52 | 53 | 62 | 53 |
| Georgia St. U. | 45 | 44 | 61 | 44 |
| Harvard U. | 70 | 64 | 61 | 72 |
| U. of Hawaii | 50 | 47 | 47 | 51 |
| Hofstra U.* | 31 | 29 | — | 36 |
| U. of Houston | 54 | 51 | 71 | 55 |
| Illinois Inst. of Tech. | 37 | 33 | — | 39 |
| U. of Illinois | | | | |
| Chicago | 53 | 51 | 62 | 55 |
| Urbana-Champaign | 67 | 67 | 51 | 69 |
| Indiana U. | 63 | 64 | 50 | 62 |
| U. of Iowa | 58 | 59 | 36 | 59 |
| Iowa St. U. | 46 | 45 | 37 | 41 |
| Johns Hopkins U. | 62 | 60 | 35 | 60 |
| U. of Kansas | | | | |
| Human development | 56 | 57 | 46 | 47 |
| Psychology | 58 | 59 | 56 | 60 |
| Kansas St. U. | 50 | 48 | 40 | 46 |
| Kent St. U. | 45 | 46 | 47 | 45 |
| U. of Kentucky | 43 | 43 | 46 | 43 |
| Long Island U., Brooklyn | 38 | 31 | — | 40 |
| Louisiana St. U. | 42 | 38 | 44 | 41 |
| U. of Louisville | 43 | 44 | 55 | 43 |
| Loyola U. of Chicago | 47 | 46 | 53 | 47 |
| U. of Maryland | 54 | 55 | 51 | 56 |
| Massachusetts Inst. of Tech. | 62 | 63 | 40 | 56 |
| U. of Massachusetts | 57 | 56 | 57 | 61 |
| Miami U. (Ohio) | 46 | 46 | 53 | 42 |
| U. of Miami | 47 | 44 | 57 | 46 |
| U. of Michigan | 70 | 67 | 57 | 70 |
| Michigan St. U. | 56 | 57 | 48 | 55 |
| U. of Minnesota | 68 | 69 | 49 | 71 |
| U. of Mississippi | 36 | 32 | 53 | 39 |
| U. of Missouri | 50 | 50 | 38 | 49 |
| U. of Montana | 39 | 41 | 52 | 39 |
| U. of Nebraska | 46 | 46 | 42 | 44 |
| U. of New Hampshire | 43 | 43 | 62 | 42 |
| U. of New Mexico | 51 | 53 | 54 | 50 |
| New Sch. for Social Research | 55 | 49 | 40 | 56 |
| New York U. | 60 | 57 | 52 | 57 |
| U. of North Carolina | | | | |
| Chapel Hill | 62 | 61 | 51 | 62 |
| Greensboro* | 45 | 49 | 67 | 42 |
| North Carolina St. U. | 42 | — | — | 41 |
| U. of North Dakota | 36 | 41 | — | 38 |
| North Texas St. U.* | 37 | 34 | 58 | 39 |
| Northeastern U. | 48 | 47 | 55 | 49 |
| Northern Illinois U. | 43 | 44 | 49 | 43 |
| Northwestern U. | 61 | 62 | 31 | 61 |
| U. of Notre Dame | 40 | 40 | 47 | 41 |
| Ohio U. | 44 | 44 | 47 | 42 |
| Ohio St. U. | 59 | 59 | 37 | 61 |
| U. of Oklahoma | 42 | 45 | 44 | 42 |
| Oklahoma St. U. | 39 | 38 | — | 38 |
| U. of Oregon | 63 | 64 | 47 | 65 |
| U. of Pennsylvania | 69 | 69 | 48 | 70 |
| Pennsylvania St. U. | 61 | 61 | 50 | 59 |
| U. of Pittsburgh | 58 | 58 | 69 | 60 |
| Princeton U. | 63 | 62 | 51 | 61 |
| Purdue U. | 59 | 57 | 61 | 63 |
| U. of Rhode Island | 42 | 42 | 40 | 42 |

*Continued on Following Page*

# Teachers of Clinical Law Seek Recognition, Better Treatment

By BEVERLY T. WATKINS

CINCINNATI

"I am tired of fighting to legitimize clinical teaching in the law schools," says Elliott S. Milstein, a professor of law at American University, about the programs that teach students the practical skills needed to practice law, such as research, client counseling, and court procedures.

"Every serious study in the last six years has endorsed what we do. Students in clinical education say it is the most pedagogically useful part of their entire legal education.

"And still the law schools treat clinicians with something approaching disdain," Mr. Milstein told a meeting of the Association of American Law Schools here this month.

Mr. Milstein, who directs a clinical program, complained that "the law schools withhold the symbols and perquisites of the profession from us. They deny us promotions and titles. They deny us the voting rights and salaries of other faculty members. This leads to the myth that teaching lawyering skills is beneath the law schools."

With those remarks, Mr. Milstein summed up for academic administrators and law-school faculty members the growing resentment and frustration of his colleagues in clinical law over their uncertain—and often second-class—status within the university.

Clinical teachers are now demanding treatment equal to that given faculty members who teach the traditional law curriculum, in which students learn the law by studying judicial opinions.

In clinical programs, students work with real or simulated cases to learn the techniques of legal research, counseling, court procedures, negotiation, and other skills. Almost all of the 174 law schools approved by the American Bar Association offer some clinical programs.

If they are to provide high-quality programs that teach students how to think and act like lawyers, clinical teachers say they must have the recognition, job security, and protection that come with tenure.

### Questions of Status

The academic status of the clinical faculty members—and what to do about it—commanded the attention of members of the law-school association for much of their meeting. Among the questions debated:

▶ Should full-time clinical teachers, like other law faculty members, be eligible for tenure if they meet the established criteria? Should they be eligible for tenure but be evaluated by criteria that require less scholarly production? Or should they have some other form of job security, such as long-term contracts?

▶ Should clinical faculty members be able to participate in academic governance, joining the tenured law faculty in making decisions about hiring, promotions, and curriculum? Should their participation be limited?

▶ Should all law schools be required to have a formal policy on the status of clinical faculty members? Or should each school resolve the issue for itself?

The Association of American Law Schools and the American Bar Association, which accredits the schools, have been considering proposals on the status of clinical faculty members for several years. In 1980 a joint committee of the two groups developed a set of guidelines, and the A.B.A.'s accreditation committee decided that clinical teachers were regular faculty members.

In 1982 the same A.B.A. committee proposed a new accreditation standard that would require law schools to give full-time clinical teachers a status "substantially equivalent" to that of other faculty members.

Most educators at the meeting agreed the issue of status was "a tough one," as Sanford H. Kadish, a past president of the association and professor of law at the University of California at Berkeley, put it.

"Today's clinical movement is a product of only the last 10 years or so," he said. "When most programs were developmental and experimental, the issue of the status of the clinical teacher was not much considered.

"Now many law schools have fairly well-established programs staffed by lawyers who teach clinical courses on a full-time basis," he said. "Their offerings are regarded as a staple of their school's educational program. The status of these teachers has become a pressing issue."

When the association's House of Representatives opened its meeting for a discussion of the A.B.A.'s proposal for "substantially equivalent" status, Elizabeth M. Schneider, a clinical staff attorney at the Rutgers University law school in Newark, contended that "nothing less than full tenure is appropriate" for clinical teachers.

### 'A Full and Equal Partner'

"The only principled position," she said, "is to say clinical legal education is a full and equal partner within the law school and that we are fully equal. The proposed standard would reinforce the notion that we are not the same."

E. Clinton Bamberger, Jr., a professor of law at the University of Maryland, charged that the proposal to offer alternatives to established law-school tenure policies was "an effort to hold clinical faculty 'outside,' so the changes in the method of law-school teaching that we have encouraged will not be successful."

Although academic institutions may think "we clinicians have dirty practicing hands and we may get everybody dirty," said Mr. Bamberger, the law schools should not be allowed "to create a separate class of law teachers," as they could under the A.B.A.'s proposed standard.

David H. Vernon, president of the law-school association and a professor of law at the University of Iowa, called the A.B.A.'s proposal "premature."

Among other things, he said, "the proposed standard is an invasion of traditional law-school territory. It is an expression of lack of confidence in the law schools. It implies that we are unfit to govern ourselves."

He pointed out that some law schools had already developed "job-security systems" for full-time clinical teachers, and the rest should have an opportunity to resolve the problem of faculty status individually, rather than have "a rigid system of personnel policy imposed on them."

The law-school association's committee on clinical legal education, which made its recent study of the A.B.A.'s proposal available at the meeting, concluded that the standard "conforms more closely to its views than any other approach." The committee said that, for the most part, it favored the bar association's ideas.

The executive committee of the law-school association expects to take a formal position on the proposal early this year. A committee of the bar association, which is holding hearings on the standard, will consider the issue at a meeting next month.

## FACT-FILE—Continued

### *Psychology*

*Continued from Preceding Page*

| | Faculty quality (a) | Effectiveness (b) | Improvement (c) | Familiarity (d) |
|---|---|---|---|---|
| Rice U.* | 38 | 38 | — | 38 |
| U. of Rochester | 56 | 58 | 41 | 56 |
| Rosemead Graduate Sch.* | 33 | — | — | 35 |
| Rutgers U. | | | | |
| New Brunswick | 60 | 58 | 62 | 63 |
| Newark | 48 | 50 | 35 | 47 |
| St. U. of New York | | | | |
| Albany | 51 | 54 | 60 | 51 |
| Binghamton | 51 | 49 | 67 | 51 |
| Buffalo | 56 | 58 | 55 | 56 |
| Stony Brook | 61 | 62 | 50 | 53 |
| Saint Louis U. | 40 | 35 | 38 | 39 |
| U. of South Carolina | 44 | 43 | 57 | 42 |
| U. of South Dakota | 38 | 41 | — | 38 |
| U. of South Florida* | 51 | 49 | 62 | 51 |
| U. of Southern California | 58 | 57 | 60 | 57 |
| Southern Illinois U. | 49 | 51 | 38 | 51 |
| U. of Southern Mississippi | 32 | — | — | 37 |
| Stanford U. | 72 | 71 | 46 | 75 |
| Syracuse U. | 50 | 49 | 39 | 49 |
| Temple U. | 51 | 50 | 50 | 53 |
| U. of Tennessee | 48 | 49 | 49 | 50 |
| U. of Texas, Austin | 63 | 61 | 49 | 65 |
| Texas Christian U. | 44 | — | — | 40 |
| Texas Tech U. | 39 | 36 | 54 | 39 |
| Texas Woman's U.* | 29 | — | — | 36 |
| U. of Toledo | 35 | — | — | 39 |
| Tulane U. | 43 | 43 | 38 | 45 |
| U. of Utah | 54 | 55 | 65 | 53 |
| Utah St. U. | 38 | 37 | 52 | 38 |
| Vanderbilt U. | 56 | 58 | 59 | 56 |
| U. of Vermont | 48 | 48 | 54 | 46 |
| U. of Virginia | 58 | 57 | 71 | 62 |
| Virginia Commonwealth U. Medical school* | 44 | 42 | 61 | 41 |
| Virginia Poly. Inst. & St. U. | 47 | 44 | 68 | 44 |
| Washington U. (Mo.) | 53 | 52 | 47 | 53 |
| U. of Washington | 63 | 62 | 62 | 64 |
| Washington St. U. | 46 | 47 | 56 | 45 |
| Wayne St. U. | 48 | 47 | 47 | 47 |
| West Virginia U. | 47 | 47 | 54 | 45 |
| Western Michigan U.* | 44 | 44 | 39 | 43 |
| U. of Wisconsin | | | | |
| Madison | 64 | 63 | 38 | 66 |
| Milwaukee | 44 | 43 | 58 | 43 |
| U. of Wyoming | 35 | 35 | 53 | 39 |
| Yale U. | 70 | 69 | 50 | 69 |
| Yeshiva U. | 40 | 39 | 36 | 41 |

Note: Ratings are standardized on a scale where 50 represents the average score for all rated departments.
(a) Rating of scholarly quality of faculty members in the program.
(b) Rating of the effectiveness of the program in education of research scholars or scientists.
(c) Rating of improvement in program quality in the last five years.
(d) Rating of the evaluators' familiarity with the work of program faculty.
* Program was initiated after 1970.
n.a. Not available.

### *Sociology*

| | Faculty quality (a) | Effectiveness (b) | Improvement (c) | Familiarity (d) |
|---|---|---|---|---|
| U. of Akron* | 41 | 42 | 60 | 42 |
| American U. | 38 | 37 | 44 | 39 |
| U. of Arizona | 66 | 61 | 78 | 65 |
| Boston U.* | 52 | 54 | 58 | 51 |
| Bowling Green St. U.* | 40 | 41 | 30 | 39 |
| Brandeis U. | 52 | 50 | 37 | 49 |
| Brigham Young U. | 43 | 47 | 56 | 38 |
| Brown U. | 53 | 56 | 46 | 50 |
| U. of California | | | | |
| Berkeley | 69 | 65 | 40 | 67 |
| Davis | 52 | 50 | 47 | 52 |
| Los Angeles | 65 | 64 | 63 | 64 |
| Riverside | 40 | 48 | 45 | 50 |
| San Diego | 50 | 55 | 57 | 58 |
| Santa Barbara | 57 | 55 | 58 | 58 |
| Case Western Reserve U. | 38 | 37 | 26 | 42 |
| Catholic U. | 35 | 34 | 52 | 36 |
| U. of Chicago | 71 | 67 | 48 | 69 |
| City U. of New York Graduate School | 57 | 55 | 47 | 56 |
| U. of Colorado | 44 | 46 | 46 | 43 |
| Columbia U. | 65 | 63 | 36 | 65 |
| U. of Connecticut | 49 | 50 | 48 | 49 |
| Cornell U. | 59 | 60 | 49 | 60 |
| U. of Denver* | 39 | 36 | 46 | 46 |
| Duke U. | 56 | 59 | 49 | 60 |
| Emory U. | 43 | 43 | 43 | 44 |
| U. of Florida | 44 | 43 | 52 | 43 |
| Florida St. U. | 48 | 48 | 58 | 46 |
| Fordham U. | 43 | 43 | 52 | 39 |
| U. of Georgia | 47 | 48 | 64 | 47 |
| Harvard U.* | 67 | 66 | 37 | 67 |
| U. of Hawaii | 44 | 49 | 41 | 39 |
| U. of Illinois | | | | |
| Chicago | 51 | 51 | 64 | 52 |
| Urbana-Champaign | 60 | 59 | 55 | 61 |
| Indiana U. | 60 | 66 | 62 | 63 |
| U. of Iowa | 46 | 46 | 48 | 46 |
| Iowa St. U. | 44 | 48 | 51 | 39 |
| Johns Hopkins U. | 52 | 55 | 31 | 53 |
| U. of Kansas | 45 | 46 | 50 | 45 |
| Kansas St. U.* | 37 | 39 | 49 | 36 |
| Kent St. U.* | 40 | 39 | 43 | 38 |
| U. of Kentucky | 46 | 49 | 46 | 45 |
| Louisiana St. U. | 35 | 39 | 36 | 36 |
| Loyola U. of Chicago | 41 | 38 | 50 | 41 |
| U. of Maryland | 52 | 52 | 67 | 53 |
| U. of Massachusetts | 58 | 59 | 69 | 60 |
| U. of Michigan | 69 | 71 | 42 | 67 |
| Michigan St. U. | 53 | 56 | 43 | 55 |
| U. of Minnesota | 58 | 60 | 46 | 56 |
| Mississippi St. U. | 33 | 34 | 45 | 35 |
| U. of Missouri | 49 | 50 | 55 | 46 |
| U. of Nebraska | 46 | 47 | 49 | 43 |
| U. of New Hampshire | 44 | 40 | 51 | 44 |
| New Sch. for Social Research | 41 | 39 | 26 | 53 |
| New York U. | 57 | 56 | 53 | 59 |
| U. of North Carolina | 67 | 69 | 54 | 67 |
| North Carolina St. U. | 40 | 41 | 45 | 36 |
| North Texas St. U.* | 31 | 28 | — | 32 |
| Northwestern U. | 58 | 57 | 58 | 59 |
| U. of Notre Dame | 43 | 45 | 42 | 43 |
| Ohio St. U. | 49 | 50 | 39 | 49 |
| Oklahoma St. U. | 35 | 34 | 49 | 34 |
| U. of Oregon | 48 | 50 | 42 | 49 |
| U. of Pennsylvania | 63 | 61 | 58 | 62 |
| Pennsylvania St. U. | 47 | 51 | 53 | 47 |
| U. of Pittsburgh | 50 | 53 | 46 | 46 |
| Princeton U. | 60 | 59 | 47 | 61 |
| Purdue U. | 48 | 50 | 43 | 48 |
| Rutgers U. | 56 | 54 | 59 | 55 |
| St. U. of New York | | | | |
| Albany* | 56 | 55 | 78 | 57 |
| Binghamton* | 52 | 51 | 68 | 52 |
| Buffalo | 48 | 48 | 41 | 45 |
| Stony Brook | 62 | 60 | 59 | 62 |
| U. of Southern California | 58 | 57 | 61 | 58 |
| Southern Illinois U. | 42 | 40 | 44 | 42 |
| Stanford U. | 66 | 66 | 60 | 64 |
| Syracuse U. | 48 | 47 | 44 | 50 |
| Temple U. | 47 | 47 | 51 | 45 |
| U. of Tennessee | 41 | 42 | 53 | 42 |
| U. of Texas, Austin | 60 | 60 | 58 | 59 |
| Texas Woman's U.* | 28 | 27 | — | 30 |
| Tulane U. | 36 | 35 | 35 | 38 |
| U. of Utah | 39 | 40 | 53 | 37 |
| Vanderbilt U. | 53 | 53 | 46 | 56 |
| U. of Virginia | 58 | 60 | 64 | 56 |
| Virginia Poly. Inst. & St. U.* | 41 | 41 | 56 | 43 |
| Washington U. (Mo.) | 46 | 46 | 27 | 46 |
| U. of Washington | 64 | 66 | 62 | 63 |
| Washington St. U. | 56 | 58 | 58 | 55 |
| Wayne St. U. | 40 | 38 | 38 | 41 |
| Western Michigan U. | 38 | 37 | 49 | 37 |
| U. of Wisconsin | 70 | 73 | 50 | 70 |
| Yale U. | 62 | 58 | 49 | 63 |

SOURCE: CONFERENCE BOARD OF ASSOCIATED RESEARCH COUNCILS

# 'In' Box

**The lines are being drawn** for what could be a protracted and emotional debate over proposed changes in federal copyright regulations.

On one side: librarians and members of academe. On the other side: the publishing industry and—to some critics, at least—David Ladd, the Register of Copyrights. The forum: Congress and the courts.

▪

**Librarians are angry** over a report Mr. Ladd sent to Congress this month in which the U.S. Copyright Office supported a range of proposals favored by publishers for additional steps to regulate photocopying and compensate copyright owners.

"It's not the disinterested, objective report of the situation we would like to have seen," said Shirley Echelman, executive director of the Association of Research Libraries.

Nancy H. Marshall, chairman of the American Library Association's copyright subcommittee, said at an association meeting last week that she was "incredulous" over portions of the Register's report. She called it "almost a negation of the statutory recognition of 'fair use' " of copyrighted works by educators.

The report supported charging those who copy protected works a "reasonable fee," developing "collective licensing arrangements," and considering a surcharge on copying equipment.

According to Ms. Echelman, librarians acknowledge that copyright owners should be compensated but say that the public has an overriding right to free access to information.

She also warned that giving librarians a "watchdog" role over photocopying—which she said the report tacitly supported—would violate the public's right to privacy.

Some librarians and academics also accuse the publishing industry of trying to "intimidate" them through a lawsuit for copyright infringement against New York University and individual faculty members there.

A formal response from the university, in a U.S. district court, is expected this week.

Publishers are "trying to frighten us into doing things the law does not require us to do," said Alfred D. Sumberg, director of governmental relations at the American Association of University Professors, but he added: "We will not be intimidated."

▪

**A nationwide** external degree program leading to a master's in management and supervision—with a concentration in personnel management in higher education—is being offered by Central Michigan University with the help of the College and University Personnel Association.

The unusual program, including course work at conferences sponsored by the association, offers evening and weekend classes at 48 centers as part of Central Michigan's Institute for Personal and Career Development. For details, contact Olivia Kogler, C.U.P.A.-C.M.U. Program Representative, 2233 Wisconsin Avenue, N.W., Suite 318, Washington 20007; (202) 338-0821.

## Personal & Professional

# When Academe Meets the Press: Initiative and Common Sense May Smooth the Way

By SUZANNE PERRY

When *Time* magazine named the computer "Machine of the Year" a few weeks ago, it quoted an industrial psychologist at the University of Virginia, a futurist at the University of Southern California, and three computer specialists at the Massachusetts Institute of Technology.

Inevitably, the choice of a machine rather than a person caused a stir—and some second-guessing—both inside and outside journalism. But in its choice of people to quote, the magazine's cover story was just another example of a common phenomenon:

When reporters need authoritative sources and colorful comments for their news and feature stories, they often turn to people in academe. As a result, newspapers, magazines, and television and radio broadcasts are regularly sprinkled with observations from scientists, economists, sociologists, and other experts from the campuses.

Many colleges and universities, meanwhile, are eager to see positive news reach alumni and donors, potential students and their parents, and the public at large. As competition for money and students increases, so does the pressure on institutions to generate favorable publicity.

Thus many campus news offices produce a steady stream of press releases about their institutions' programs and people in an ambitious quest for media attention.

But while they often find the spotlight gratifying, faculty members and administrators who have dealt directly with the press say the experience can sometimes be frustrating.

### Complaints of Inaccuracy

Among their major complaints are inaccurate reporting, hurried accounts that fail to explain complex or subtle points adequately and—in some instances—outright sensationalism.

When Leonid Brezhnev died in November, for example, two Virginia television stations asked Morris A. McCain, professor of government at the College of William and Mary, for his observations. Their request was logical enough, since Mr. McCain is an expert on Russian politics. But the interviews themselves—the professor's first ever on TV—were another matter.

To his surprise, he says, the reporters "told me almost nothing and asked me al-

*Continued on Following Page*

HERB WEITMAN, WASHINGTON UNIVERSITY IN ST. LOUIS

*In dealing with reporters, says Murray L. Weidenbaum, former Presidential adviser, "don't filibuster." Above, the economics professor at a press conference on his return to academe last year.*

## 10 'Rules' for the Media Game

The secret of good relations with the news media, says Murray L. Weidenbaum, professor of economics at Washington University in St. Louis, is to tell it straight, say it in English, and show reporters "common courtesy."

Drawing on his experiences in the government—he was an Assistant Secretary of the Treasury in the Nixon Administration and, until last fall, chairman of President Reagan's Council of Economic Advisers—Mr. Weidenbaum developed the following "rules for success in dealing with the press":

"1. Do not utter falsehoods.

"2. Avoid prevaricating.

"3. Never lie.

"4. When you don't know, just say you don't know. Try to find out.

"5. When you can't say, don't filibuster—just say you can't say or 'No comment.'

"6. Speak English at all times. No one will revoke your Ph.D.

"7. Take press calls if you possibly can—or your point of view may miss the deadline.

"8. Return every press call as promptly as you can. Common courtesy may carry you a long way.

"9. Refrain from writing letters to the editor or making irate phone calls to the publisher—so long as they spell your name right.

"10. Do not hesitate to tell a reporter to his/her face that he/she was wrong, stupid, etc.—but make sure he/she *was* wrong, stupid, etc."—SUZANNE PERRY

# Social Scientists, Engineers Show Biggest Gains in Pay

Social scientists and engineers made the biggest percentage gains in faculty salaries this year, according to the Chronicle Survey.

The average 1982-83 salary for faculty members in the social sciences rose 8.9 per cent to $26,756. The average salary in engineering is $30,381, an increase of 8.5 per cent.

The average salary for full professors in the humanities is $32,088, which is 67 per cent more than the $19,256 average for assistant professors in the humanities.

The salary difference between ranks is greater in the humanities than in engineering, where the full professors' average of $36,367 is 49 per cent higher than the $24,343 for assistant professors.

Average 1982-83 salaries by rank in eight discipline groups are estimated on the basis of data collected from 4,235 faculty members in a survey designed and conducted for *The Chronicle* by John Minter Associates of Boulder, Colo., a research organization that specializes in higher-education studies.

**A table** showing the findings of the Chronicle Survey on faculty salaries by discipline appears on Page 28.

The figures represent nine-month salaries, not including fringe benefits, extra earnings, or the value of contributed services.

Faculty members at law and medical schools, proprietary institutions, private two-year colleges, and institutions with fewer than 500 students were not included in the sample.

The average faculty salary in 1982-83 is up 7.2 per cent in the humanities to $24,776; up 7 per cent in the arts to $24,828; up 6.8 per cent in business and economics to $28,229; up 6.8 per cent in science and mathematics to $26,189; up 6.7 per cent in physical education to $24,673; and up 6.6 per cent in vocational education—a group that includes nursing, health, and home economics—to $23,406.

The survey data for faculty members in all disciplines (*The Chronicle*, January 5) show that the average salary for all ranks at all types of institution is up 7.6 per cent in 1982-83 to an estimated $26,063.

—JACK MAGARRELL

CHRONICLE SURVEY

# Faculty Salaries for 1982-83 by Rank and Discipline

## All institutions

| | Average (a) | Increase (b) | High (c) | Low (d) |
|---|---|---|---|---|
| **Arts, fine and applied** | | | | |
| Professor | $31,275 | 6.3% | $34,936 | $26,456 |
| Associate professor | 24,114 | 7.5% | 27,279 | 22,844 |
| Assistant professor | 19,592 | 8.4% | 22,258 | 18,002 |
| All ranks (e) | 24,828 | 7.0% | 30,820 | 18,306 |
| **Business and economics** | | | | |
| Professor | 32,754 | 6.3% | 38,777 | 26,731 |
| Associate professor | 27,861 | 7.6% | 31,182 | 24,541 |
| Assistant professor | 24,022 | 7.2% | 27,413 | 20,631 |
| All ranks (e) | 28,229 | 6.8% | 34,037 | 22,421 |
| **Engineering** | | | | |
| Professor | 36,367 | 7.5% | 40,532 | 32,202 |
| Associate professor | 28,812 | 9.7% | 32,056 | 25,568 |
| Assistant professor | 24,343 | 10.4% | 27,092 | 21,594 |
| All ranks (e) | 30,381 | 8.5% | 35,900 | 24,863 |
| **Humanities (f)** | | | | |
| Professor | 32,088 | 7.2% | 37,401 | 26,983 |
| Associate professor | 24,062 | 7.9% | 27,243 | 20,881 |
| Assistant professor | 19,256 | 6.8% | 21,444 | 17,068 |
| All ranks (e) | 24,776 | 7.2% | 30,456 | 19,096 |
| **Physical education** | | | | |
| Professor | 29,533 | 5.9% | 32,774 | 26,292 |
| Associate professor | 24,338 | 7.0% | 26,747 | 21,929 |
| Assistant professor | 20,644 | 7.8% | 22,713 | 18,575 |
| All ranks (e) | 24,673 | 6.7% | 29,247 | 20,099 |
| **Science and mathematics** | | | | |
| Professor | 31,876 | 6.4% | 36,600 | 27,151 |
| Associate professor | 25,829 | 7.3% | 32,133 | 25,608 |
| Assistant professor | 21,458 | 9.4% | 23,857 | 19,059 |
| All ranks (e) | 26,189 | 6.8% | 31,436 | 20,942 |
| **Social sciences** | | | | |
| Professor | 32,451 | 7.4% | 37,281 | 27,621 |
| Associate professor | 24,729 | 9.6% | 28,776 | 20,681 |
| Assistant professor | 19,874 | 7.6% | 22,013 | 17,735 |
| All ranks (e) | 26,756 | 8.9% | 32,831 | 20,681 |
| **Vocational education (g)** | | | | |
| Professor | 31,368 | 4.4% | 36,325 | 26,412 |
| Associate professor | 25,303 | 6.6% | 28,103 | 22,503 |
| Assistant professor | 20,911 | 8.4% | 23,827 | 17,994 |
| All ranks (e) | 23,406 | 6.6% | 27,561 | 19,251 |

## Public 4-year institutions

| | Average (a) | Increase (b) | High (c) | Low (d) |
|---|---|---|---|---|
| **Arts, fine and applied** | | | | |
| Professor | $31,167 | 6.0% | $34,664 | $27,670 |
| Associate professor | 25,016 | 6.8% | 29,228 | 24,424 |
| Assistant professor | 20,046 | 8.5% | 22,653 | 19,490 |
| All ranks (e) | 25,461 | 7.3% | 31,322 | 19,600 |
| **Business and economics** | | | | |
| Professor | 37,261 | 4.7% | 43,047 | 31,475 |
| Associate professor | 28,773 | 6.5% | 32,434 | 25,112 |
| Assistant professor | 24,500 | 6.7% | 27,655 | 21,345 |
| All ranks (e) | 29,868 | 5.9% | 35,987 | 23,749 |
| **Engineering** | | | | |
| Professor | 37,364 | 6.6% | 41,307 | 33,421 |
| Associate professor | 29,109 | 8.7% | 32,957 | 25,260 |
| Assistant professor | 25,003 | 9.5% | 28,271 | 21,735 |
| All ranks (e) | 31,711 | 7.8% | 37,511 | 25,912 |
| **Humanities (f)** | | | | |
| Professor | 32,649 | 6.4% | 38,558 | 26,740 |
| Associate professor | 25,629 | 7.3% | 28,573 | 22,685 |
| Assistant professor | 19,135 | 5.4% | 21,110 | 17,159 |
| All ranks (e) | 25,875 | 6.5% | 31,640 | 20,110 |
| **Physical education** | | | | |
| Professor | — | — | — | — |
| Associate professor | 24,878 | 5.9% | 26,875 | 22,882 |
| Assistant professor | 20,930 | 7.2% | 23,118 | 18,742 |
| All ranks (e) | 25,502 | 5.7% | 30,209 | 20,795 |
| **Science and mathematics** | | | | |
| Professor | 32,513 | 5.3% | 36,785 | 28,242 |
| Associate professor | 26,708 | 6.2% | 35,614 | 29,413 |
| Assistant professor | 22,177 | 8.6% | 24,823 | 19,530 |
| All ranks (e) | 26,556 | 5.4% | 31,731 | 21,381 |
| **Social sciences** | | | | |
| Professor | 33,344 | 7.3% | 38,317 | 28,372 |
| Associate professor | 25,128 | 9.8% | 29,979 | 20,277 |
| Assistant professor | 20,678 | 7.2% | 23,029 | 18,327 |
| All ranks (e) | 28,072 | 10.0% | 34,423 | 21,722 |
| **Vocational education (g)** | | | | |
| Professor | 32,823 | 2.8% | 39,270 | 26,376 |
| Associate professor | 28,364 | 7.1% | 31,913 | 24,815 |
| Assistant professor | 22,114 | 9.9% | 25,180 | 19,047 |
| All ranks (e) | 25,823 | 6.5% | 29,987 | 21,659 |

## Private 4-year institutions

| | Average (a) | Increase (b) | High (c) | Low (d) |
|---|---|---|---|---|
| **Arts, fine and applied** | | | | |
| Professor | — | — | — | — |
| Associate professor | — | — | — | — |
| Assistant professor | $17,958 | 9.1% | $20,459 | $15,458 |
| All ranks (e) | 22,829 | 9.8% | 28,705 | 14,920 |
| **Business and economics** | | | | |
| Professor | — | — | — | — |
| Associate professor | 28,911 | 12.4% | 31,639 | 26,183 |
| Assistant professor | 24,043 | 9.5% | 27,357 | 20,728 |
| All ranks (e) | 28,796 | 10.5% | 35,039 | 22,552 |
| **Engineering** | | | | |
| Professor | 38,709 | 9.8% | 44,012 | 33,405 |
| Associate professor | 27,995 | 12.0% | 30,863 | 25,127 |
| Assistant professor | 25,641 | 13.9% | 28,153 | 23,129 |
| All ranks (e) | 30,507 | 10.6% | 36,146 | 24,869 |
| **Humanities (f)** | | | | |
| Professor | 32,224 | 8.3% | 37,124 | 28,124 |
| Associate professor | 20,955 | 9.1% | 24,621 | 17,288 |
| Assistant professor | 18,483 | 8.5% | 20,388 | 16,579 |
| All ranks (e) | 23,627 | 7.8% | 30,085 | 17,168 |
| **Physical education** | | | | |
| Professor | 26,381 | 5.9% | 29,493 | 23,269 |
| Associate professor | 23,824 | 9.2% | 26,371 | 21,276 |
| Assistant professor | 20,080 | 9.3% | 21,810 | 18,350 |
| All ranks (e) | 23,580 | 8.5% | 28,354 | 18,806 |
| **Science and mathematics** | | | | |
| Professor | 33,771 | 9.2% | 40,044 | 27,499 |
| Associate professor | 24,607 | 10.1% | 27,632 | 21,582 |
| Assistant professor | 21,153 | 11.2% | 23,700 | 18,606 |
| All ranks (e) | 26,712 | 9.4% | 32,685 | 20,739 |
| **Social sciences** | | | | |
| Professor | 31,904 | 7.9% | 38,171 | 25,637 |
| Associate professor | 23,797 | 10.3% | 27,061 | 20,532 |
| Assistant professor | 18,891 | 10.2% | 20,742 | 17,039 |
| All ranks (e) | 24,971 | 9.1% | 30,898 | 19,044 |
| **Vocational education (g)** | | | | |
| Professor | — | — | — | — |
| Associate professor | — | — | — | — |
| Assistant professor | 18,136 | 6.7% | 20,173 | 16,099 |
| All ranks (e) | 19,855 | 7.4% | 23,352 | 16,357 |

## All 4-year institutions

| | Average (a) | Increase (b) | High (c) | Low (d) |
|---|---|---|---|---|
| **Arts, fine and applied** | | | | |
| Professor | $30,958 | 6.4% | $34,473 | $26,582 |
| Associate professor | 24,168 | 7.7% | 27,812 | 23,438 |
| Assistant professor | 19,641 | 8.6% | 22,227 | 18,708 |
| All ranks (e) | 24,950 | 7.8% | 30,814 | 18,692 |
| **Business and economics** | | | | |
| Professor | 35,350 | 5.7% | 41,694 | 29,007 |
| Associate professor | 28,799 | 7.6% | 32,280 | 25,319 |
| Assistant professor | 24,411 | 7.2% | 27,597 | 21,226 |
| All ranks (e) | 29,660 | 6.8% | 35,803 | 23,516 |
| **Engineering** | | | | |
| Professor | 37,625 | 7.2% | 41,832 | 33,418 |
| Associate professor | 28,893 | 9.3% | 32,551 | 25,235 |
| Assistant professor | 25,127 | 10.4% | 28,248 | 22,005 |
| All ranks (e) | 31,478 | 8.3% | 37,246 | 25,709 |
| **Humanities (f)** | | | | |
| Professor | 32,567 | 6.8% | 38,280 | 27,009 |
| Associate professor | 24,722 | 7.6% | 27,806 | 21,638 |
| Assistant professor | 19,008 | 6.0% | 20,970 | 17,046 |
| All ranks (e) | 25,439 | 6.8% | 31,339 | 19,539 |
| **Physical education** | | | | |
| Professor | 30,929 | 5.7% | 34,302 | 27,556 |
| Associate professor | 24,674 | 6.5% | 26,777 | 22,570 |
| Assistant professor | 20,765 | 7.6% | 22,865 | 18,666 |
| All ranks (e) | 25,129 | 6.3% | 29,849 | 20,410 |
| **Science and mathematics** | | | | |
| Professor | 32,757 | 6.1% | 37,417 | 28,098 |
| Associate professor | 26,301 | 6.9% | 34,065 | 27,894 |
| Assistant professor | 21,978 | 9.1% | 24,605 | 19,351 |
| All ranks (e) | 26,586 | 6.2% | 31,916 | 21,256 |
| **Social sciences** | | | | |
| Professor | 33,065 | 7.4% | 38,289 | 27,841 |
| Associate professor | 24,870 | 9.9% | 29,413 | 20,327 |
| Assistant professor | 20,331 | 7.8% | 22,585 | 18,077 |
| All ranks (e) | 27,471 | 9.8% | 33,740 | 21,202 |
| **Vocational education (g)** | | | | |
| Professor | 32,297 | 3.8% | 38,260 | 26,335 |
| Associate professor | 27,148 | 6.8% | 30,095 | 24,201 |
| Assistant professor | 21,342 | 9.2% | 24,209 | 18,475 |
| All ranks (e) | 24,665 | 6.7% | 28,700 | 20,631 |

## Public 2-year institutions

| | Average (a) | Increase (b) | High (c) | Low (d) |
|---|---|---|---|---|
| **Arts, fine and applied** | | | | |
| Professor | — | — | — | — |
| Associate professor | — | — | — | — |
| Assistant professor | — | — | — | — |
| All ranks (e) | $25,712 | 3.0% | $32,164 | $19,260 |
| **Business and economics** | | | | |
| Professor | 28,256 | 6.0% | 31,654 | 24,858 |
| Associate professor | 24,366 | 4.4% | 27,575 | 21,156 |
| Assistant professor | — | — | — | — |
| All ranks (e) | 23,549 | 4.8% | 28,069 | 19,030 |
| **Engineering** | | | | |
| Professor | 31,096 | 6.8% | 34,418 | 27,774 |
| Associate professor | — | — | — | — |
| Assistant professor | — | — | — | — |
| All ranks (e) | 26,988 | 7.5% | 31,675 | 22,301 |
| **Humanities (f)** | | | | |
| Professor | — | — | — | — |
| Associate professor | 24,016 | 8.2% | 27,183 | 20,849 |
| Assistant professor | 20,490 | 8.4% | 23,539 | 17,442 |
| All ranks (e) | 23,493 | 8.2% | 28,019 | 18,968 |
| **Physical education** | | | | |
| Professor | — | — | — | — |
| Associate professor | — | — | — | — |
| Assistant professor | — | — | — | — |
| All ranks (e) | 23,980 | 6.8% | 27,988 | 19,973 |
| **Science and mathematics** | | | | |
| Professor | 28,020 | 5.7% | 31,969 | 24,074 |
| Associate professor | 25,169 | 6.6% | 29,116 | 21,222 |
| Assistant professor | 20,078 | 9.1% | 21,653 | 18,462 |
| All ranks (e) | 24,659 | 6.8% | 29,199 | 20,119 |
| **Social sciences** | | | | |
| Professor | 30,939 | 6.8% | 33,676 | 28,202 |
| Associate professor | 24,887 | 8.1% | 27,929 | 21,845 |
| Assistant professor | — | — | — | — |
| All ranks (e) | 25,714 | 5.9% | 31,295 | 20,134 |
| **Vocational education (g)** | | | | |
| Professor | 29,348 | 4.3% | 31,896 | 26,800 |
| Associate professor | — | — | — | — |
| Assistant professor | — | — | — | — |
| All ranks (e) | 21,829 | 6.0% | 26,760 | 16,898 |

## All public institutions

| | Average (a) | Increase (b) | High (c) | Low (d) |
|---|---|---|---|---|
| **Arts, fine and applied** | | | | |
| Professor | $31,694 | 5.8% | $35,381 | $28,008 |
| Associate professor | 25,340 | 6.1% | 29,162 | 24,081 |
| Assistant professor | 20,170 | 8.2% | 22,894 | 18,901 |
| All ranks (e) | 25,534 | 6.1% | 31,567 | 19,501 |
| **Business and economics** | | | | |
| Professor | 34,641 | 5.1% | 39,732 | 29,550 |
| Associate professor | 27,490 | 5.9% | 31,020 | 23,961 |
| Assistant professor | 24,015 | 6.4% | 27,432 | 20,597 |
| All ranks (e) | 28,029 | 5.6% | 33,583 | 22,375 |
| **Engineering** | | | | |
| Professor | 35,540 | 6.6% | 39,302 | 31,778 |
| Associate professor | 29,100 | 8.9% | 32,477 | 25,724 |
| Assistant professor | 23,884 | 9.1% | 26,717 | 21,052 |
| All ranks (e) | 30,337 | 7.7% | 35,813 | 24,861 |
| **Humanities (f)** | | | | |
| Professor | 32,040 | 6.8% | 37,499 | 26,580 |
| Associate professor | 25,159 | 7.6% | 28,168 | 22,150 |
| Assistant professor | 19,529 | 6.3% | 21,817 | 17,241 |
| All ranks (e) | 25,182 | 7.0% | 30,586 | 19,777 |
| **Physical education** | | | | |
| Professor | 30,646 | 5.9% | 33,933 | 27,359 |
| Associate professor | 24,520 | 6.2% | 26,880 | 22,159 |
| Assistant professor | 20,843 | 7.3% | 23,031 | 18,654 |
| All ranks (e) | 25,059 | 6.0% | 29,563 | 20,556 |
| **Science and mathematics** | | | | |
| Professor | 31,206 | 5.4% | 35,383 | 27,029 |
| Associate professor | 26,260 | 6.3% | 33,723 | 27,029 |
| Assistant professor | 21,566 | 8.8% | 23,912 | 19,219 |
| All ranks (e) | 26,004 | 5.8% | 30,995 | 21,014 |
| **Social sciences** | | | | |
| Professor | 32,644 | 7.2% | 36,966 | 28,322 |
| Associate professor | 25,058 | 9.3% | 29,382 | 20,734 |
| Assistant professor | 20,221 | 6.7% | 22,462 | 17,980 |
| All ranks (e) | 27,386 | 8.8% | 33,513 | 21,259 |
| **Vocational education (g)** | | | | |
| Professor | 31,812 | 3.2% | 37,124 | 26,499 |
| Associate professor | 26,435 | 7.0% | 30,067 | 22,803 |
| Assistant professor | 21,890 | 9.0% | 25,117 | 18,664 |
| All ranks (e) | 24,661 | 6.3% | 29,048 | 20,274 |

(a) Salary figures for faculty members employed on other than nine-month contracts are adjusted to a nine-month basis. Salary data include base salary only. They do not include fringe benefits or the value of contributed services.
(b) Increase of average salary for 1982-83 over average for 1981-82.
(c) About one-fifth reported salaries higher than the "high" salary (mean salary plus one mean deviation).
(d) About one-fifth reported salaries lower than the "low" salary (mean salary minus one mean deviation).
(e) Includes instructors.
(f) Includes language, literature, and communications.
(g) Includes home economics, health, and nursing.
— Insufficient data.

Note: Survey data are based on responses of 4,235 faculty members who offered courses from the fall of 1980 through the fall of 1982. To include faculty members newly hired, the sample was drawn from faculty lists that were revised in September, 1982.
Data are weighted to represent faculty members at colleges and universities of all types except law and medical schools, proprietary institutions, private two-year colleges, and colleges with fewer than 500 students.
Technical inquiries about the survey design and sampling techniques should be addressed to John Minter Associates, P.O. Box 107, Boulder, Colo. 80306.

SOURCE: SURVEY FOR THE CHRONICLE BY JOHN MINTER ASSOCIATES

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## *News Summary*

Articles on inside pages

**Courses on nuclear war** are being organized on an increasing number of campuses across the United States. Story on Page 5.

**Several institutions** not usually ranked among the country's top research universities nevertheless received high marks for improvement in a recent survey. Story on Page 6.

**U.S. veterinary schools** may soon be producing more veterinarians than the country needs. Story on Page 8.

**The ability** to make more money ranks high among reasons to go to college, according to a survey of this year's freshmen. Story and Fact-File on Pages 10-12.

**Rules to enforce** a new law tying student aid to registration for the draft are expected soon—but so are challenges to the law from students and colleges. Story on Page 13.

**Harry Edwards** has long believed that black athletes, especially those in big-time college football and basketball, are exploited. Story on Page 17.

**Running a meeting** is not in most professors' job descriptions, but the ability to do it can be a valuable skill. Story on Page 23.

**There are more** editions of Shakespeare in heaven and earth, Horatio, than are dreamt of in your philosophy. Story on Page 27.

**English-language** universities in Quebec are enrolling an increasing number of French-speaking students. Story on Page 21.

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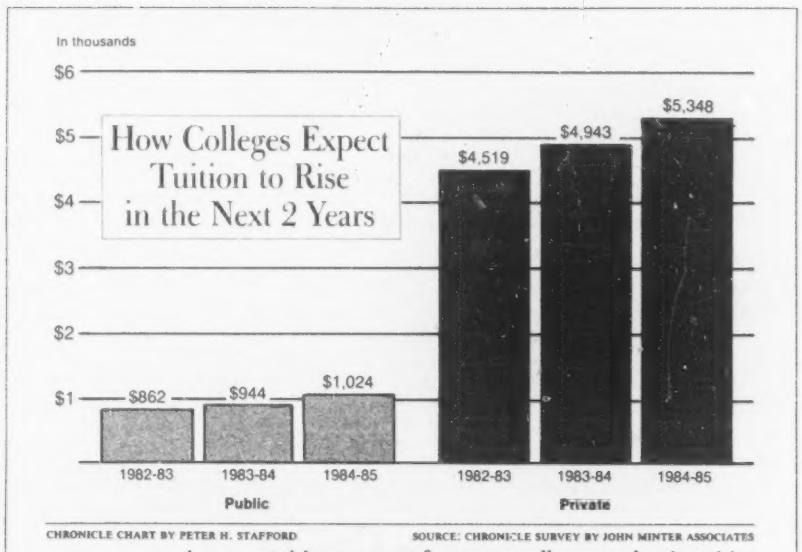


CHRONICLE CHART BY PETER H. STAFFORD — SOURCE: CHRONICLE SURVEY BY JOHN MINTER ASSOCIATES

*Average tuition rates at four-year colleges and universities this year are compared above with averages projected by the institutions for the next two years. See story on Page 7.*

# 2 Civil-Rights Leaders Denounce NCAA's New Academic Standards

By CHARLES S. FARRELL

Two prominent civil-rights leaders have joined several black-college presidents in denouncing new rules adopted by the National Collegiate Athletic Association that will require athletes to meet tougher academic standards.

The Rev. Jesse Jackson, president of Operation PUSH, and the Rev. Joseph Lowery, president of the Southern Christian Leadership Conference, announced their strong support for the position taken by the college presidents: that the new rules will discriminate against black college athletes. (Harry Edwards, a black sociologist and sports scholar, disagrees. See story on Page 17.)

Mr. Jackson met last week with about two dozen educators and clergymen at Southern University at the request of Jesse N. Stone, Jr., president of the university.

Mr. Stone is an outspoken critic of the rule changes adopted by the N.C.A.A. at its annual convention this month. The new regulations will require an athlete entering college to have a 2.0 grade-point average in 11 academic high-school courses, and to achieve a combined score of 700 on the Scholastic Aptitude Test or a 15 on the American College Testing Program's examination, in order to participate in sports in his freshman year.

The rules apply only to 277 institutions in the N.C.A.A.'s top Division I.

Mr. Stone and other black-college presidents argue that blacks generally do not score as high as whites do on standardized

*Continued on Page 18, Column 1*

# Families Saving for College May Get Tax Breaks

## An account similar to IRA is weighed by Reagan

By JANET HOOK

WASHINGTON

President Reagan is considering proposals to provide tax incentives for families to contribute to savings accounts for their children's college education, Administration officials said last week.

One option being considered would allow families to open education-savings accounts similar to Individual Retirement Accounts, which allow people to defer paying federal income taxes on their deposits—and the interest they earn—until they withdraw money during retirement.

Administration officials were still divided last week over whether to propose the savings plan, which is being considered as one possible element in the President's budget request for the coming fiscal year. The Administration's budget for fiscal 1984, which begins October 1, is expected to be released late this month

### Tax Credits Backed, Too

Sources said the savings proposal might be included in President Reagan's State of the Union address, which is to be delivered before a joint session of Congress this week. The President was also reported to be planning to reaffirm his support for college-tuition tax credits in the address, but sources said it was unlikely that the Administration would propose such credits in the near future.

The plan to allow tax breaks for education savings similar to those provided for retirement accounts was just one of several approaches being weighed by the White House to encourage families to save for

*Continued on Page 16, Column 1*

AN ANALYSIS

# *The Conflict over Women's Retirement Benefits*

## Colleges appear to face a growing risk of financial liability for alleged discrimination

By R. CLAIRE GUTHRIE

The Reagan Administration surprised women's-rights advocates recently by agreeing with female faculty members who contend they should not be paid lower monthly retirement benefits than men receive.

That view is argued by a brief filed in the Supreme Court by the Solicitor General of the United States. It asks the Court to review a sex-discrimination case, *Spirt* v. *Long Island University*. Long Island is one of almost 3,000 universities and colleges that participate in the retirement programs offered by the Teachers Insurance and Annuity Association and the College Retirement Equities Fund.

The Reagan Administration has often been criticized as lacking a strong commitment to enforcing civil-rights laws, so its brief was surprising to the plaintiffs in *Spirt* and other pending cases that raise questions about the impact of federal civil-rights laws on retirement-annuity programs. It also was disturbing to representatives of the institutions and insurers who are defendants in the cases.

Among other things, the government's brief makes clear, perhaps for the first time in the extended litigation, that there may be a real divergence of legal interests between the colleges and such insurance companies as T.I.A.A. and C.R.E.F.

### History of the Controversy

*Spirt* and eight other cases filed since the early 1970's against colleges and universities that offer their employees T.I.A.A.-C.R.E.F. plans raise this question:

Is it discriminatory for a woman who participates in such plans to receive lower monthly annuity payments after retirement than does a man of the same

*Continued on Page 24, Column 3*

# Civil Rights Continued from Page 1

tests because, they say, the tests reflect a cultural bias favoring whites. Figures from the College Board show the average combined score for all black students was 707 in 1982.

Mr. Jackson said in an interview that his meeting with Mr. Stone and the others was held "to reaffirm our goals so they will not be misinterpreted. We want to reaffirm our commitment to academic excellence, a core curriculum, and open admissions. We're taking a position minimizing standardized tests. We're alerting black organizations to the unreliability of standardized tests."

Mr. Jackson added that the coalition that met at Southern University would also "encourage black students to be careful of the new thrust of higher education that is designed to eliminate athletics as a route to higher education. We'll also alert school boards to the attempt to usurp their authority, and alert black people to the implementation date of this ruling."

### Keeping Options Open

The N.C.A.A. rule changes go into effect August 1, 1986.

Mr. Jackson said that since that date is a few years away, the coalition wanted to keep its options open—options that include calling for the withdrawal of black colleges from the N.C.A.A. and from the American Council on Education, which supports the rule changes.

Mr. Jackson said he would like to meet with Walter Byers, executive director of the N.C.A.A., "to deal with the aspects that displease us." Among those aspects is a lack of commitment to desegregating faculty and coaching staffs while institutions are building stadiums and fieldhouses and enhancing their own images on the sweat and toil of the black athlete whose education historically has been ignored, Mr. Jackson said.

Mr. Jackson said he also wanted to raise with Mr. Byers the question of whether the N.C.A.A. has the authority to establish academic standards for colleges and a core curriculum for high schools. "It is infringing upon academic freedom," he said. "They are way out of their league, interfering with academic standards."

A spokesman for the N.C.A.A. said a meeting among Mr. Jackson, the black-college presidents, and Mr. Byers would not be difficult to arrange.

### 'Valued Members'

Jack W. Peltason, president of the A.C.E., said in an interview that he hoped black colleges would not withdraw from his organization. "They are valued members and have made important contributions," he said. "They have gained from participating, and other institutions have also gained from their participating."

As for the N.C.A.A.'s authority to establish academic standards, Mr. Peltason said, "The N.C.A.A. has for years had eligibility and academic standards. It's not like this is anything new. It's just a question of whether the current ones are acceptable."

Mr. Lowery, who did not attend the meeting at Southern, said in a telephone interview that the controversy generated by passage of the new academic standards "presents the emotional kind of occasion to see what has happened to the black athlete." He said colleges generally had ignored the education of black athletes and the new rules could make the situation worse by eliminating access to education for many.

"I think we have to look very carefully at anything that precludes an opportunity to pursue an education, an opportunity to pursue a career, on the basis of a test historically designed to our disadvantage," he said.

President Stone said he was "elated" by Mr. Jackson's and Mr. Lowery's support, because, he said, national leaders lend credence and call attention to the position that he and other black-college presidents have taken.

He called the new N.C.A.A. regulations "a disservice to blacks and other Americans who aspire to attain a higher education by participating in intercollegiate athletics."

### 'Pandora's Box'

The new rules were passed, he said, to deal with the exploitation of college athletes, particularly the black athlete, and with the scandals that have shaken college sports recently. "Addition of a 700 S.A.T. was simply to try to improve an otherwise tarnished image and to soothe their consciences," Mr. Stone said. "It just opened up Pandora's box and didn't really solve anything. It did not set higher admission standards for entering students, those who play in the band, or are in the dramatic club or debating club, and I think it raises legal questions of whether it discriminates against the athlete."

Those same questions were raised by Mary Frances Berry, a professor of history and law and a senior fellow in the Institute for the Study of Educational Policy at Howard University. Ms. Berry served in the Carter Administration as Assistant Secretary for education in the Department of Health, Education, and Welfare and before that had been provost of the University of Maryland and chancellor of the University of Colorado at Boulder.

Ms. Berry said in an interview that she had discussed the controversy with Mr. Jackson and some of the black-college presidents who have voiced concern over the new N.C.A.A. academic standards.

They do not solve the problems of athletics at Division I institutions, she said. "Athletics at these schools have become large business enterprises characterized by the lack of faculty control and exploitation of many student athletes," she said. "The N.C.A.A. rules, instead of addressing major problems of the treatment of playing athletes and of concern about their academic futures, applies a Band-Aid approach while sweeping the real problems under the rug."

The N.C.A.A., in adopting new standards for freshmen's academic eligibility to participate in sports, is making a judgment about what is required to insure academic success that is better left to individual institutions, she said.

She pointed out that S.A.T. scores had risen nationally, primarily because of a rise in the scores of blacks. "All freshmen should be excluded from playing, if any are, and all student athletes should be treated like all other students, in admissions and in any other way," she said. "That is to say, if we believe they are students first and not cogs in a business machine."

### Sole Black Member

Also critical of the N.C.A.A. eligibility standards is Luna I. Mishoe, president of Delaware State College and the sole black member of the American Council on Education's *ad hoc* committee on athletics. Mr. Mishoe said he had been appointed to the committee only a week before the convention, but that he intended to keep the position.

He opposes the new rules, he said, because "I do not believe that the N.C.A.A. actually has the prerogative to set up a curriculum for athletes, nor to require a test and a certain score on a test."

Mr. Mishoe said the withdrawal of black colleges from the N.C.A.A. would not solve the problem. "The way to do it is to stay in there and get legal answers to the questions we want," he said. "If the N.C.A.A. can stand up legally to this, that's one thing. If it can't, things will change. I envision we are going to have answers to the question of whether the N.C.A.A. has the authority to do this. We will get the answers from legal sources. We might have some changes in the rules as early as next year."

In the meantime, Mr. Mishoe said, the 277 Division I institutions should prepare for 1986. "We're going to get the word out to high schools in Delaware to get athletes into a core curriculum, get them to a point where they can pass that test, so in 1986, if this is the rule, we'll be ready," he said. "We still intend to play football at Delaware State."

*Assistant Editor N. Scott Vance also contributed to this report.*

## How Average SAT Scores Differ by Race

| | White students | | | Black students | | |
|---|---|---|---|---|---|---|
| | Verbal | Math | Total | Verbal | Math | Total |
| 1976 | 451 | 493 | 944 | 332 | 354 | 686 |
| 1977 | 448 | 489 | 937 | 330 | 357 | 687 |
| 1978 | 446 | 485 | 931 | 332 | 354 | 686 |
| 1979 | 444 | 483 | 927 | 330 | 358 | 688 |
| 1980 | 442 | 482 | 924 | 330 | 360 | 690 |
| 1981 | 442 | 483 | 925 | 332 | 362 | 694 |
| 1982 | 444 | 483 | 927 | 341 | 366 | 707 |

SOURCE: COLLEGE BOARD

WIDE WORLD

*The Rev. Jesse Jackson opposes the N.C.A.A.'s new academic standards for athletes.*

# Harry Edwards Continued from Preceding Page

ten plays simply for the chance of turning professional, Mr. Edwards said.

"Exploitation began when the dollars came in the gate," he said. "That's when education went out the door.

"The sums of money involved, the pressure, the rewards—there is a tremendous amount at stake. College sport has become unwillingly involved in an athletic arms race—and there's no finish line. To compete, colleges need the big guns, the guys who can play, whether they have any place in an academic environment or not."

And more and more "the big gun"—the back who can be counted on for the touchdown run or the forward who can hit the long jump shot with seconds remaining—is black.

Pervasive myths suggest that black athletes are physically superior, but Mr. Edwards offers other social and cultural explanations for their athletic success. The black athlete is more visible than the black doctor or lawyer, he said, so black youths choose the athlete as a role model. And, because many American sports have few black players, most aspiring black athletes are channeled into a limited number of sports.

These factors contribute to a disproportionately high number of talented and motivated black athletes in college football and basketball, Mr. Edwards said. Also, from an early age, so little is required of them by their teachers that they demand little of themselves, academically, beyond maintaining their athletic eligibility.

The result is that 25 to 35 per cent of black high-school athletes who qualify for scholarships because of their ability in sports don't get them because of academic deficiencies, Mr. Edwards said.

Those who do make it to college often find themselves academically crippled because of the amount of time they have to devote to their sport, he continued. To play football in the N.C.A.A.'s Division I, a player must put in a minimum of 40 hours a week, not including travel, Mr. Edwards said, and basketball players devote at least 35 hours a week to their sport.

He noted that federal work-study regulations limit students to 20 hours of employment a week. Anything more is considered an encroachment on the time they need for their studies.

Adding to the athlete's dilemma are a perpetual state of fatigue, frequent injuries, and the pressure to perform well. It is easy to see why many athletes perform dismally, if at all, in the classroom, Mr. Edwards said.

"Education is activist. You have to be actively involved in your own education. When you're involved in sports 50 hours a week, maybe living in pain, you can't be actively involved."

As college coaches feel more pressure to win, and as the rewards for winning become greater, exploitation of athletes will mount, Mr. Edwards said. Athletic-rules violations, such as doctored transcripts and payments to players, are being discovered more frequently as institutions compete for the rights to particular players, with little regard for their academic needs beyond keeping them eligible to compete.

"I was an athlete myself," said Mr. Edwards. "I had the good fortune of being in the first generation of athletes to go to an integrated school in East St. Louis [Ill.] in 1957. It was a relatively new experience to have blacks in the school. The subtleties of racism in sport were not nearly as developed as they are now. As a result, I got a straight shot to the chops."

### Inequities Became Clear

His encounters with racism led him to conclude that the American notion of athletics as a way to racial equality was contradictory to the actual treatment blacks received, he said.

As he moved on to San Jose State University on a basketball scholarship, the inequities became clearer. "The higher up you got, the discrimination, the racism, the exploitation of black athletes didn't lessen," he said. "It became more intense."

Unusual rules governed the lives of black athletes. "I had to petition to get into sociology as a major," he said. "The tradition was for all black athletes to go into physical education."

The study of sociology and its relation to sports helped him "understand I was not dealing with bad individuals, or corrupt individuals," Mr. Edwards said. "I was dealing with a

UPI

*In 1968 Harry Edwards, at left above with H. Rap Brown, organized boycotts against several sports events.*

cently in the fall issue of *Wisconsin Natural Resources*, a magazine published by the Wisconsin Department of Natural Resources.

### Theologian Denied Tenure Settles with Fordham

Fordham University has agreed to a cash settlement with a Protestant theologian who accused the university of denying him tenure because of his religion.

The agreement was announced by Isaiah Robinson, Jr., chairman of the New York City Human Rights Commission, who said the amount of the settlement would not be disclosed.

George H. Kuykendell, who is now a pastor in Collingswood, N.J., applied for tenure at Fordham, a Jesuit institution, in 1978, at a time when more than 60 per cent of the members of the theology department were tenured. The department's faculty approved his application, but it was later rejected by a review committee.

Fordham denied any wrongdoing.

### Suit Would Halt Spending on New Arkansas Programs

A suit filed in federal court against the University of Arkansas system asks that spending on new programs be suspended until the system's predominately black Pine Bluff campus receives equal treatment.

John W. Walker, a lawyer who filed the suit in federal district court on behalf of a student at Pine Bluff student and an alumnus, said vestiges of discrimination remained at the campus in the form of substandard buildings and educational programs.

"It is our contention the state should not provide money to white institutions until the basic program and physical needs of historically black colleges are addressed," Mr. Walker said.

The Pine Bluff campus, formerly known as Arkansas AM&N, merged with the university system in 1972.

### $300-Million 'New Town' Planned at N.C. Campus

The Foundation of the University of North Carolina at Charlotte has announced plans for a $300-million "new town" adjacent to the campus and its research park. To be known as University Place, the town will be developed by the Carley Capital Group of Washington, D.C., and Madison, Wis. David Carley, a partner in the development company, is former president of the Medical College of Wisconsin and of the National Association of Public Television Stations.

### Notes

Bradford College will offer at least five full scholarships next fall to students whose parents are unemployed. President Arthur Levine said, "Federal financial-aid cuts make it essential for colleges and universities to take the lead in this endeavor." . . . A federal jury has ruled that Tuskegee Institute did not discriminate against Zbigniew W. Dybczak when it removed him as dean of the engineering department in July, 1981. Mr. Dybczak claimed he had been dismissed because he is white and Polish.

## FIRE GUTS DORMITORY AT WILLIAM AND MARY

WIDE WORLD

WILLIAMSBURG, VA.

An early morning blaze ravaged a freshman dormitory at the College of William and Mary last week, forcing 184 students out into the cold.

Elaine Justice, director of public information, said the fire at Jefferson Hall broke out about 1 a.m., setting off smoke detectors that roused the students. No injuries were reported, she said.

About half the dorm was completely gutted, Ms. Justice said, adding that an attempt will be made to save the shell of the building.

She estimated the damage at $3-million. The cause of the fire was not immediately known.

Students who live in the dormitory were put in a local motel temporarily, Ms. Justice said.

Space for about 80 of the students is available on the campus, she said, and the college has asked local families and apartment owners to provide living quarters for the displaced students.

## *Controversial President Resigns at U. of Albuquerque*

ALBUQUERQUE, N.M.

Frank W. Welch, the controversial president of the University of Albuquerque here, has resigned following more than a year of conflict with faculty members.

His resignation came at a time when the Sisters of St. Francis, the Roman Catholic order that established and owns the 2,000-student university, was seeking to sell it. Sister Stephanie McReynolds, vicar provincial of the order, said a change of ownership was expected to take place this year.

The order sought for several years to sell the financially troubled institution to a lay organization, but a sales agreement with the institution's board of trustees was rejected by Vatican officials on grounds that Catholic properties should remain within the church.

Mr. Welch, who announced his resignation this month shortly after the order and the board of trustees were informed of the Vatican's decision, said he quit because he believed that if the 63-year-old university was to remain under church control, the president should be a Catholic. He said he took the post with the understanding that the order planned to transfer ownership to a lay organization.

However, John Lucas, president of the faculty senate and an assistant professor of philosophy, said many professors believed leaders of the order had used their influence to force Mr. Welch's resignation. Sister Stephanie, who is a member of the board of trustees, refused to comment on the order's role in Mr. Welch's departure.

Faculty members have accused Mr. Welch of firing four professors without due process, violating employment contracts, reorganizing the curriculum and department programs over faculty objections, and rewriting general-education requirements without consulting the faculty.

Mr. Welch received a vote of no confidence from the faculty senate last May after he eliminated 10 of the university's 80 faculty positions. The debate spread to the University of New Mexico where students and faculty members sympathetic to their colleagues at Albuquerque circulated petitions calling for Mr. Welch's removal.

Forty-four Albuquerque professors requested an investigation of the president by the American Association of University Professors.

Last April 19 faculty members sued the university for breach of contract. They charged that Mr. Welch had increased teaching loads from 12 to 15 hours per semester without faculty consultation.

Mr. Welch said last week that his actions had been opposed by only a small group of professors and that when he took office there had been "no role for the president, administration, and trustees" in running the university.

He said faculty members had been consulted adequately and that "there is more actual involvement of the total faculty now than ever before."

Since his arrival, Mr. Welch also said, he has eliminated deficits that were running $250,000 a year and erased university debts totaling about $600,000. However, Mr. Lucas of the faculty senate said the university had been put on a sound financial footing by a $500,000 fund-raising campaign that took place before Mr. Welch arrived.

—JACK McCURDY

### Correction

In ratings of doctoral programs in geography, which appeared in *The Chronicle*, January 19, those for Indiana University were incorrectly reported and those for Indiana State University were inadvertently omitted. The ratings, based on a survey by the Conference Board of Associated Research Councils, are on a standardized scale on which 50 represents the average score for all rated departments. The correct scores:

| | Faculty quality | Effectiveness | Improvement | Familiarity |
|---|---|---|---|---|
| Indiana U. | 52 | 54 | 59 | 52 |
| Indiana St. U. | 37 | 36 | 51 | 35 |

## Notes on . . . Community Colleges

**When Long Beach City College** decided to calculate its economic impact on the local community, it came up with some impressive figures.

According to a study by William N. Littlefield, a professor of economics at the college, it provided about $88.9-million in personal income to local residents and $83-million in sales for local retailers during 1980-81. It also provided more than 860 jobs that would not otherwise have been available in the community.

For its part, the community provided $4.7-million from local revenues to help support the college.

On the basis of those and other figures, which came from the college's payroll data, Mr. Littlefield concluded that for each dollar Long Beach City College received from the community, it returned $19 in personal income. Also, he said, each dollar from the community was directly or indirectly responsible for $9 in local retail sales.

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**Under a new contract** with the Small Business Administration, the American Association of Community and Junior Colleges is developing a series of noncredit courses in small-business management that can be offered by two-year colleges.

The nine courses, which will be designed for people who want to start a small business or who already own one, will cover planning, financial management, recordkeeping, sales and marketing, purchasing and cost control, business law, and risk management, among other topics.

Carol Eliason, director of the association's National Small Business Training Network, which is developing the courses, says one thing that most colleges forget to teach is that "managing a small business is completely different from managing a big one, and the difference can get the owner or manager into a great deal of trouble." She says the design for the new courses will begin with that premise.

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**The League for Innovation** in the Community College, a consortium of institutions dedicated to experimental education, has decided to take stock of itself now that it is 15 years old.

According to a recent study, the national organization includes 55 institutions in 18 community-college districts. Membership is by invitation from the board of directors, which has deliberately limited the size of the consortium to keep it from becoming bureaucratic. The member colleges have a total of 25,000 administrators and faculty and staff members. They enroll 850,000 students.

Since it was founded in 1968, the league's projects have been designed to encourage new ways of managing a college, teaching a course, or helping students and faculty members acquire a broader perspective on current issues. In the 1970's, for example, its activities often focused on energy issues. During the 1980's, the consortium is working on alliances between the colleges and business.

—BEVERLY T. WATKINS